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GOVERNOR'S ALLIANCE AGAINST DRUGS

MICHAEL S. DUKAKIS
Governor

100 Cambridge Street • Room 2100 • Boston, MA 02202 • (617) 727-0786

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GOVERNOR'S ALLIANCE AGAINST DRUGS

GOVERNMENT DOCUMENTS
COLLECTION

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2. Department of Education Regional Centers

3. Massachusetts Committee on Criminal Justice programs

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INTRODUCTION

The following information is the beginning of a statewide plan to help schools implement a K-12 alcohol and drug curriculum at all grade levels in every school in the Commonwealth. This report includes a recommended statewide drug and alcohol prevention curriculum plan, a comprehensive review of seven of the leading drug and alcohol curricula and information on sources of funding for purchasing curriculum materials and for teacher training. Teacher training is also available through the Department of Public Health Regional Prevention Centers at no charge on a first come first served basis.

Last year the Governor's Alliance Against Drugs grew to include over 160 communities who agreed to implement the recommendations of the Governor's Alliance. These recommendations called for a four-pronged approach: 1) the establishment of a school/community advisory council, headed by the superintendent, to review and implement substance abuse policies and disciplinary codes in their schools, 2) identification of treatment resources available to their communities, 3) implementation of effective substance abuse curriculum, education, and prevention programs, and 4) development of a working relationship between the schools and the local law enforcement officials. Many schools have identified their needs and the focus of the Alliance for the 1985-86 school year will be to provide assistance and support to help schools fulfill these goals.

FACTS ABOUT THE ALLIANCE

1. Chairman and Alliance Office:

Mr. Thomas J. Cullen
Superintendent, Blackstone Millville Regional Schools
Chairman, Governor's Alliance Against Drugs
Lincoln Street
Blackstone, MA 01504
617-883-6633

Governor's Alliance Against Drugs Office
Roberta Leis, Executive Director
100 Cambridge Street, Room 2100
Boston, MA 02202
617-727-0786

2. 160 communities have joined the Alliance:

Approximately 150 events have occurred in communities across the state involving parents, police, students and school personnel. These events were over and above the monthly meetings of the local school/community advisory councils. The Alliance communities have made meaningful

progress fulfilling the seven recommendations adopted by the Governor's Statewide Anti-Crime Council. Most of these communites have reviewed their drug and alcohol discipline codes and policies, have identified the treatment programs available to their students, have begun evaluating the curriculum in their schools, and have developed better relationships with law enforcement officials.

3. Speakers bureau:

One of the most effective outreach efforts of the Alliance has been our ability to send appropriate people to local town events in cases where the personal appearance of the Governor is not possible. One of the most effective surrogate groups has been the jointly sponsored WBZ-TV/Alliance Drugbuster presentations aimed at elementary and junior high school children and their parents, but drug professionals like Bob Stutman and other leaders have also been very effective. We now have a good list of able professionals in the drug and alcohol field as well as former substance abusers who have been generous with their time and very helpful to communities who need guidance. The key to the success of the speakers bureau is our ability to follow-up with the technical assistance of the prevention center professionals from the Department of Public Health in those communities requesting help. One shot speakers can only raise the consciousness level but developing a comprehensive plan and evaluating the needs of the schools as follow-up to those speakers will ensure the institutionalization of prevention.

4. Public Service Announcements and Media:

The Division of Drug Rehabilitation has funded a major PSA (Public Service Announcement) and poster campaign beginning this fall. These efforts are aimed primarily at young people but some are also being developed for parents. Radio stations, which play rock music appealing to young people, are planning to use their broadcasting opportunities to help combat drug and alcohol use.

5. Coordination of state agencies:

The Division of Drug Rehabilitation has undertaken the following initiatives in support of the Governor's Alliance Against Drugs.

° Conducted a statewide survey on Massachusetts high school student drug and alcohol use and published two reports: part one describes prevalence, part two describes frequency.

° Increased funding to eight regional primary prevention centers across the state to develop drug and alcohol prevention programming and to target the public schools for prevention services. These centers are jointly funded by the Divisions of Drug Rehabilitation and Alcoholism and have jointly agreed to target 60% of the total dollars committed by both agencies toward working with schools.

° Developed six residential adolescent programs jointly funded by DDR and DOA.

° Expanded funding to four intervention programs targeting the Hispanic communities of Lawrence, Lowell, Cambridge, Springfield, Holyoke and Boston.

° Funded five new court diversion programs in Essex, Middlesex and Suffolk Counties.

° Increased residential detoxification and residential drug free services offered to the general public of which 20% is used by people under the age of 20.

° Published a directory of drug and alcohol treatment services available throughout the state.

The Department of Education has linked with state agencies in providing drug and alcohol services to schools.

° Mini-grants of up to $3,000 were provided to twenty-five school districts to enable them to establish their school/community advisory councils and review discipline codes, curriculum and treatment options. Additional grants are available for the 1985/86 school year.

° 29 inservice education programs were provided for teachers through the Commonwealth In-service Institute.

° DOE has identified specific drug and alcohol curricula and those curricula are available in the Department of Public Health's eight regional prevention centers giving school administrators an opportunity to review their options first hand.

The Secretary of Public Safety's Office has many agencies which direct resources towards drug and alcohol awareness and prevention.

° The Criminal Justice Training Council has begun a series of seminars entitled "Drugs, Alcohol and Youth" which will be focusing on the cooperative effort that is needed among parents, educators, police, the courts, and treatment providers.

° The Governor's Highway Safety Bureau will focus more of their federal funds on curriculum development in schools.

° The Committee on Criminal Justice has 9 programs being funded for drug and alcohol intervention in schools and the program directors have been asked to coordinate their efforts with the Alliance members.

6. School/police partnership:

Guidelines for school/police partnership towards preventing adolescent drug and alcohol abuse were adopted by the Massachusetts Associations of Police Chiefs, Superintendents and School Committees, as well as the Department of Education. This is an historic partnership which will be strongly encouraged by these organizations over the course of the next school year.

7. State-wide conferences:

The Alliance is sponsoring a two day conference on November 14 and 15, at Massasoit Community College in Brockton. Brochures will be mailed to all schools in October.

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THE DRUG AND ALCOHOL PREVENTION CURRICULUM PROJECT

I. OVERVIEW

The Drug and Alcohol Prevention Curriculum Project has been organized by the Division of Drug Rehabilitation with the Governor's Alliance Against Drugs to: 1) develop a recommended statewide drug and alcohol prevention curriculum plan that will set forth basic drug prevention concepts and serve as a guide for educators and 2) analyze already established drug and alcohol prevention curricula to determine the content of each curriculum and how the concepts within each coincide with those of the recommended statewide curriculum plan. The intent of the project is to develop standards and guidelines for implementing drug and alcohol prevention education throughout Massachusetts, and to provide school systems with information that can be used for the initial or continued implementation of a prevention curriculum.

The recommended statewide curriculum plan is a comprehensive kindergarten through twelfth grade curriculum that sets forth seven basic concepts that are crucial to drug and alcohol prevention education. Three concepts focus on the provision of information: drug and alcohol identification and physical and behavioral effects; the social context of drug and alcohol use; and the misuse of and dependency on drugs and alcohol. Four concepts focus on the development of life skills and capabilities: self-development; interpersonal skills; coping skills; and responsible decision-making. These seven basic concepts are analyzed by four grade level groupings: kindergarten through third grade, fourth through sixth grade, seventh through ninth grade, and tenth through twelfth grade. The curriculum plan describes the learning objectives of each of the seven basic concepts for each grade level grouping. The layout of the curriculum plan is a four by seven grid that defines basic concepts by grade level grouping. The goal in implementing the recommended plan is to develop effective drug and alcohol prevention education techniques that address the basic concepts across all grades. A foldout of the recommended drug and alcohol prevention curriculum plan for Massachusetts may be found in this package of material.

A number of already established drug and alcohol prevention curricula are in use across the country. These curricula represent a range in their focus, format and goals in order to meet the varying prevention education needs of local communities and schools. One product of this project was the analysis of seven of these curricula. These curricula were analyzed because they are often used and they present a range of prevention activities and techniques. It should be noted, however, that other useful curricula exist and should be examined by school systems that are attempting to locate specific information that will strengthen their prevention curriculum.[1]

1. The regional prevention centers funded by the Department of Public Health can offer assistance in locating additional curricula and information on prevention education.

The seven curricula that were analyzed as part of this project are D-E-C-I-D-E; Decisions About Drinking (CASPAR); Here's Looking At You, Two; Making Friends, Making Choices; Ombudsman; Oz; and Self-Discovery.

Each analysis contains information on the general purpose of the curriculum, teaching concerns, teacher training, evaluation of the curriculum, target grade levels, cost, and the source for obtaining the curriculum. Each analysis also contains a chart of the recommended Massachusetts curriculum plan and identifies which learning objectives the particular curriculum addresses. The analyses of the already established curricula were conducted to provide school systems with guidelines for making choices concerning the implementation of a prevention curriculum that is relevant for the needs of that specific community and school system. No single curriculum will meet all the learning objectives recommended in the Massachusetts curriculum plan and school systems are encouraged to draw upon several curricula in developing an appropriate curriculum for their own use.

II. THE PREVENTION OF DRUG AND ALCOHOL USE AND ABUSE

Recent research and programmatic efforts in the area of the prevention of drug and alcohol use and abuse have indicated that an effective way to prevent abuse is to place the prevention effort within the context of health promotion. The development of positive self-concepts and strong interpersonal skills among children and adolescents will reduce the appeal of drug and alcohol use and will promote the development of healthy individuals.

The school has traditionally been the setting for prevention education efforts. These efforts have undergone a remarkable transformation from the one-shot presentations of the past where students were provided with the "facts" and "scare tactics" on drugs and drug use to the present, comprehensive school-based programs that combine the presentation of information on drugs with the development of affective skills (such as values clarification and the building of self-esteem). Research has indicated that the presentation of information or the development of affective skills alone are not nearly as effective in preventing drug and alcohol abuse as the combination of the two. The recommended Massachusetts curriculum plan and the prevention curricula that are analyzed in this project achieve this combination. In addition to combining the presentation of formative information and the development of affective skills, it is important for a prevention curriculum to be integrated into a total curriculum preparing young people for life. Prevention curricula are therefore often integrated into comprehensive health education programs.

While many prevention efforts focus upon the development and implementation of effective curricula, successful efforts also require the development of effective disciplinary codes around drug and alcohol use in the schools. The establishment of prevention curricula must also occur within the context of the continuum of drug treatment and prevention services available in the community. As school systems implement comprehensive prevention education curricula they also need

to develop behavior codes and disciplinary procedures that will be enforced. The success of this effort requires that the treatment and prevention resources available in the community be identified and involved.

In considering curriculum packages and in developing appropriate curricula, school systems must be aware of an important public policy consideration, the appropriate stance on what constitutes acceptable drug or alcohol use. The Massachusetts Legislature and the Department of Public Health proscribe the use of all illicit drugs. This proscription includes the illicit use of alcohol by anyone under the age of 21. Several curriculum packages seem to accept the premise that young people do in fact use drugs and alcohol and educators should therefore teach responsible use. The historical context for the development of these curricula packages was during the 1970s and early 1980s when some older high school students could legally purchase and use alcohol. The law has since changed and the curricula that are implemented must reflect this change. An additional consideration around the philosophy of no use is that young people are prone to stretching interpretations and could easily mistake the emphasis of a curriculum on responsible use for approval of use. It is essential for school policies to clearly support the law and to clearly distinguish between responsible decision-making and the approval or promotion of youthful alcohol use. This distinction is critical to the success of drug and alcohol prevention education.

III. CONSIDERATIONS REGARDING THE IMPLEMENTATION OF A PREVENTION CURRICULUM

In implementing a prevention curriculum, it is important for school personnel to consider the content of the curriculum package, the preparation and training of teachers who will deliver the curriculum, and the integration of the curriculum into a comprehensive school and community program on alcohol and drugs. Criteria have been developed to assist school personnel in analyzing how well a curriculum meets these considerations.

In analyzing the content of a curriculum, it is important to consider whether the curriculum:

- has a kindergarten through twelfth grade sequence;
- allows for integration into an existing curriculum;
- is congruent with a comprehensive health education approach;
- contains information on a broad range of substance abuse issues; and
- fits the makeup of the school/community population, reflecting any special needs and strengths of cultural and ethnic groups.

Teaching considerations include determining whether teachers:

- feel comfortable with the subject matter and the methods;
- receive adequate training and ongoing support; and

-use a variety of methods including student-centered activities;

In order for a curriculum to be part of a comprehensive school/community program, the development and implementation of the curriculum should:

-fit into community life;
-be carried out at the local level;
-include input where feasible from parents and concerned community members;
-reflect a collaborative and cooperative effort among local and state agencies; and
-fit with other parts of a comprehensive program including school policy and protocol revision, intervention and treatment services for abusers, services for children in alcoholic and drug dependent families, teacher training, community education and prevention programming for youth.

It is recognized that each curriculum will not meet all of the criteria listed above. The criteria have been listed as guidelines to highlight some considerations that should be kept in mind when developing a drug and alcohol prevention curriculum.

IV. TRAINING AND RESOURCES

Several Massachusetts resources are available for school personnel to draw upon as they implement drug and alcohol prevention education programs. Resources throughout the state provide training, technical assistance, and information on materials.

The eight regional drug and alcohol prevention centers of the Department of Public Health offer regular training events to teachers and health educators in curriculum development. The Department of Education additionally provides drug and alcohol prevention teacher training through the Commonwealth In-Service Insititute. Teachers can apply directly to the Insititute for grants. The Department of Education also maintains a clearinghouse for teacher training resources.

Questions on teacher training may be directed to the Department of Public Health's regional prevention centers and/or the regional offices of the Department of Education. A list of these offices is attached.

MASSACHUSETTS SUBSTANCE ABUSE PREVENTION CENTERS

(by HSA region)

HSA I Western MA

Western Mass. Primary Prevention Center
76 Pleasant Street
Northampton, MA 01060

(413) 586-8550

Karen Jacobus, Director

HSA II Central MA

Tri-Prevention First
North Central Alcoholism Commission
71 Pleasant Street
Leominster, MA 01453

537-8278

Elizabeth Coughlan, Acting Director

HSA III Merrimac Valley

The Prevention Network
Greater Lawrence Psychological Center
488 Essex Street
Lawrence, MA 01841

685-1337

Rufus Chaffee, Director

HSA IV-A Greater Boston (So. Middlesex)

The Mount Auburn Hospital
Prevention & Training Center
24 Crescent Street, Room 301
Waltham, MA 02154

893-0111

Jan Hoyt, Director

HSA IV-B Greater Boston (Suffolk)

The Prevention Center
The Medical Foundation, Inc.
29 Commonwealth Avenue
Boston, MA 02116

267-8553

Cheryl Jarvi, Director

HSA IV-C Greater Boston (Norfolk)

Prevention Resources
South Shore Council on Alcoholism
474 Centre Street
Newton, MA 02158

964-8380

Gregory Garvan, Director

HSA V Southeastern MA

Pathways to Health
P.O. Box 1288
49 N. Main Street
Middleboro, MA 02346

947-9478

Barbara Ganzer, Director

HSA VI North Shore

The Prevention Center
North Shore Council on Alcoholism
183 Newbury Street
Danvers, MA 01923

777-2664; 595-0404

Carol Rosenfield, Director

MASSACHUSETTS DEPARTMENT OF EDUCATION
REGIONAL CENTERS

Central Office
1385 Hancock Street
Quincy, MA 02169
(617) 770-7569
Director: Patricia P. Brown

Northwest
Mark Hopkins Hall
Church Street
North Adams, MA 02147
(413) 664-4511, x. 391/392
Coordinator: Winifred Green

Greater Springfield
88 Massasoit Avenue
West Springfield, MA 01089
(413) 739-7271
Coordinator: Patricia Cote

Central Massachusetts
Beaman Street-Route 140
West Boylston, MA 01583
(617) 835-6266
Coordinator: Timothy Wilson

Northeast
219 North Street
North Reading, MA 01846
(617) 664-5723
Coordinator: Joan Parker

Greater Boston
27 Cedar Street
Wellesley, MA 02181
(617) 431-7825
Coordinator: Robert Winfield

Southeast
Lakeville State Hospital
P.O. Box 29
Middleboro, MA 02346
(617) 947-1231, x. 464
Coordinator: Paul Francis

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

BASIC CONCEPTS	GRADE K-3	GRADE 4-6	GRADE 7-9	GRADE 10-12
DRUG AND ALCOHOL IDENTIFICATION; PHYSICAL AND BEHAVIORAL EFFECTS	1. Identify the effects of alcohol and drugs on behavior. 2. Identify commonly used substances containing drugs and alcohol.	1. Recognize the short and long term effects of drugs and alcohol on an individual. 2. Identify classification systems for alcohol and drugs.	1. Understand the short and long term physical effects of alcohol and drugs. 2. Understand classification of drugs and alcohol and their general effects. 3. Diseuss the influence of alcohol and drugs on inhibitions.	1. Discuss the short and long term physical and behavioral effects of alcohol and drugs. 2. Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	1. Identify rules for the use of medicines and toxic substances. 2. Recognize the medical purpose of drugs. 3. Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	1. Recognize laws pertaining to drug and alcohol use. 2. Identify how alcohol and drugs are marketed and sold. 3. Recognize the effects of drug and alcohol use on families.	1. Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. 2. Recognize advertising and marketing techniques used to sell alcohol and drugs. 3. Recognize cultural differences regarding the use of alcohol and drugs. 4. Recognize the influence of the family on an individual's decision to use drugs and alcohol.	1. Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs. 2. Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3. Discuss the cultural differences in the use alcohol and drugs. 4. Understand the role of parenting in the prevention of drug and alcohol abuse.
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	1. Recognize the relationship between accidents and the use of alcohol and drugs.	1. Understand the relationship between accidents and drug and alcohol use. 2. Recognize the signs and symptoms of alcohol and drug misuse and dependency. 3. Understand the terms: use, misuse, abuse and dependency as applied to drugs and alcohol.	1. Identify the effects of drugs and alcohol on driving skills. 2. Identify treatment procedures related to alcohol and drug misuse and dependency. 3. Identify community treatment resources for alcohol and drug abusers and their families.	1. Evaluate the effects of drugs and alcohol on driving skills. 2. Identify intervention procedures for alcohol and drug emergencies. 3. Discuss excessive or problem drinking and drug use. 4. Discuss the types of community treatment resources for alcohol or drug abusers and their families. 5. Understand the hazards of the use of alcohol and drugs on fetal development.
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	1. Identify and experience personal capabilities. 2. Understand that personal behavior affects others. 3. Recognize common human feelings. 4. Recognize similarities and differences among people. 5. Identify personal likes and dislikes.	1. Identify human strengths and weaknesses. 2. Recognize the concept of personal responsibility for one's own behavior. 3. Identify feelings in self and others and how those feelings affect behavior. 4. Recognize personal needs and healthy ways to meet these needs.	1. Understand personal strengths and capabilities as well as areas for self-improvement. 2. Recognize the concept of adulthood and the developmental process of becoming an adult. 3. Practice techniques that enhance self-development. 4. Recognize the relationship of self-development to health.	1. Practice assessing and utilizing strengths, capabilities and techniques for personal improvement. 2. Identify and analyze positive adult role models. 3. Practice techniques for enhancing self-development that lead to personal achievement.
INTERPERSONAL SKILLS	1. Identify and use good talking and listening skills. 2. Recognize and demonstrate appropriate ways to express feelings.	1. Practice talking, listening, assertiveness and conflict resolution skills. 2. Practice appropriate ways to express feelings. 3. Recognize how groups function and individual roles in groups.	1. Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills. 2. Identify the skills needed to build close, trusting relationships. 3. Identify ways to support others in their decisions not to use drugs and alcohol. 4. Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs.	1. Demonstrate skills in active listening and conflict resolution. 2. Understand the skills needed to build close, trusting relationships. 3. Demonstrate techniques for supporting others in their decision not to drink or use drugs. 4. Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use. 5. Identify how individuals can unintentionally enable others to use alcohol and drugs.
COPING SKILLS	1. Identify the concept of peer pressure. 2. Identify trustworthy adults.	1. Recognize the role of peer pressure on the use of alcohol and drugs. 2. Recognize the major pressures to use drugs and alcohol. 3. Identify trustworthy peers. 4. Identify the sources and the beneficial and harmful effects of stress. 5. Identify ways to relieve stress resulting from alcohol and drug abuse by family members.	1. Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use. 2. Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults. 3. Practice healthy ways to relieve stress. 4. Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends.	1. Practice and evaluate alternatives to the use of alcohol and drugs. 2. Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol. 3. Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends.
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	1. Identify life values and goals. 2. Identify the steps of a decision making process. 3. Recognize habits as part of behavior.	1. Recognize the relationship of life values and goals to decisions about alcohol and drug use. 2. Relate the decision-making process to personal situations. 3. Recognize techniques for refusing drugs and alcohol.	1. Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use. 2. Practice the decision making process in situations involving the use of alcohol and drugs. 3. Practice techniques for refusing drugs and alcohol.	1. Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use. 2. Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use. 3. Demonstrate the ability to refuse alcohol and drugs.

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education.

CURRICULUM NAME: D-E-C-I-D-E Grades: K through 12

SOURCE:
Project Pegasus
Stanford University
Palo Alto, CA 94304
(415) 321-3727

COST: The loose-leaf teacher's guide varies in price for each grade:

K	- $22	5	- $39
1	- $22	6	- $39
2	- $28	7	- $62
3	- $22	8	- $50
4	- $39	9-12	- $72

Information on audio-visual and printed materials that can be used with activities is provided in each grade level guide.

OVERVIEW: D-E-C-I-D-E is a comprehensive drug education curriculum that uses group centered activities to develop cognitive and affective skills. The curriculum provides detailed information on drugs and alcohol and addresses concepts such as self-awareness and peer relationships. The responsible decision-making model provides an important conceptual foundation for this curriculum.

TEACHING CONCERNS: An introduction to the teacher's guide provides background information on drug abuse prevention education, group centered education and the curriculum. A recommended reading list is also provided. The description of each activity provides information on the objectives of the activity, materials and procedures. Grades K and 1 each have six activities, grades 2 and 3 have ten activities a piece, and grades 4 through 12 have a minimum of fifteen activities each. Pre-tests and post-tests are available in each grade level teacher's guide.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. Project Pegasus offers training for educators.

EVALUATION: A listing of ten articles that evaluate the D-E-C-I-D-E curriculum is available from Project Pegasus.

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

D-E-C-I-D-E

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	4-6	7-9	10-12
DRUG AND ALCOHOL IDENTIFICATION; PHYSICAL AND BEHAVIORAL EFFECTS	▲ Identify the effects of alcohol and drugs on behavior ● Identify commonly used substances containing drugs and alcohol	● Recognize the short and long term effects of drugs and alcohol on an individual. ● Identify classification systems for alcohol and drugs.	● Understand the short and long term physical effects of alcohol and drugs ● Understand classification of drugs and alcohol and their general effects 3. Discuss the influence of alcohol and drugs on inhibitions.	● Discuss the short and long term physical and behavioral effects of alcohol and drugs ● Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	● Identify rules for the use of medicines and toxic substances. ● Recognize the medical purpose of drugs. 3. Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	● Recognize laws pertaining to drug and alcohol use. ● Identify how alcohol and drugs are marketed and sold. 3 Recognize the effects of drug and alcohol use on families.	● Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. ● Recognize advertising and marketing techniques used to sell alcohol and drugs. ● Recognize cultural differences regarding the use of alcohol and drugs. 4 Recognize the influence of the family on an individual's decision to use drugs and alcohol	● Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs. ● Discuss the impact of the marketing of drugs and alcohol on the use of these substances 3. Discuss the cultural differences in the use alcohol and drugs. ● Understand the role of parenting in the prevention of drug and alcohol abuse
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	▲ Recognize the relationship between accidents and the use of alcohol and drugs.	▲ Understand the relationship between accidents and drug and alcohol use. ● Recognize the signs and symptoms of alcohol and drug misuse and dependency. ● Understand the terms, use, misuse, abuse and dependency as applied to drugs and alcohol.	● Identify the effects of drugs and alcohol on driving skills. ● Identify treatment procedures related to alcohol and drug misuse and dependency ▲ Identify community treatment resources for alcohol and drug abusers and their families.	1 Evaluate the effects of drugs and alcohol on driving skills 2 Identify intervention procedures for alcohol and drug emergencies ▲ Discuss excessive or problem drinking and drug use 4 Discuss the types of community treatment resources for alcohol or drug abusers and their families ▲ Understand the hazards of the use of alcohol and drugs on fetal development
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	▲ Identify and experience personal capabilities. ● Understand that personal behavior affects others. ● Recognize common human feelings. ● Recognize similarities and differences among people. ▲ Identify personal likes and dislikes.	● Identify human strengths and weaknesses. ● Recognize the concept of personal responsibility for one's own behavior. ● Identify feelings in self and others and how those feelings affect behavior 4. Recognize personal needs and healthy ways to meet these needs	● Understand personal strengths and capabilities as well as areas for self-improvement. ▲ Recognize the concept of adulthood and the developmental process of becoming an adult 3 Practice techniques that enhance self-development. 4 Recognize the relationship of self-development to health	▲ Practice assessing and utilizing strengths, capabilities and techniques for personal improvement 2. Identify and analyze positive adult role models. ▲ Practice techniques for enhancing self-development that lead to personal achievement
INTERPERSONAL SKILLS	1 Identify and use good talking and listening skills. ● Recognize and demonstrate appropriate ways to express feelings	● Practice talking, listening, assertiveness and conflict resolution skills ▲ Practice appropriate ways to express feelings ● Recognize how groups function and individual roles in groups	▲ Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills ● Identify the skills needed to build close, trusting relationships ▲ Identify ways to support others in their decisions not to use drugs and alcohol ▲ Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs	▲ Demonstrate skills in active listening and conflict resolution 2 Understand the skills needed to build close, trusting relationships ▲ Demonstrate techniques for supporting others in their decision not to drink or use drugs 4 Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use ▲ Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	▲ Identify the concept of peer pressure ● Identify trustworthy adults	▲ Recognize the role of peer pressure on the use of alcohol and drugs ● Recognize the major pressures to use drugs and alcohol ● Identify trustworthy peers 4 Identify the sources and the beneficial and harmful effects of stress 5 Identify ways to relieve stress resulting from alcohol and drug abuse by family members	● Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use ● Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults ● Practice healthy ways to relieve stress 4 Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends	▲ Practice and evaluate alternatives to the use of alcohol and drugs ▲ Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol 3 Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	▲ Identify life values and goals ● Identify the steps of a decision making process 3 Recognize habits as part of behavior	● Recognize the relationship of life values and goals to decisions about alcohol and drug use ● Relate the decision-making process to personal situations ▲ Recognize techniques for refusing drugs and alcohol	● Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use ● Practice the decision making process in situations involving the use of alcohol and drugs ● Practice techniques for refusing drugs and alcohol	▲ Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use ● Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use ▲ Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education.

CURRICULUM: DECISIONS ABOUT DRINKING Grades: 3 through 12

SOURCE: CASPAR Alcohol Education Program
226 Highland Avenue
Somerville, MA 02143
(617) 623-2079

COST: $125 for loose-leaf teacher's manual. Information on audio-visual materials that can be used with the activities is provided.

OVERVIEW: The CASPAR curriculum provides information on alcohol and alcoholism. The structured activities in the curriculum explore values and attitudes and decision-making skills. The curriculum addresses the concept of responsible drinking and ways to cope with abuse among family and friends. CASPAR was one of the first nationally validated curricula and was promoted by the National Institute on Alcoholism and Alcohol Abuse.

TEACHING CONCERNS: The introduction offers background information on alcohol prevention education, teaching methods and resource materials. A bibliography is also provided. The description of each activity provides information on the objectives of the activity, materials, procedures and teacher preparation. At each grade level, the sequence of activities requires between five and ten class periods. Pre- and post-tests measuring students' knowledge and attitudes are included.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. CASPAR offers teacher training through the regional prevention centers. A booklet entitled " The Somerville Story: Evolution of an Alcohol Education Program" describes CASPAR's teacher training program.

EVALUATION: Several articles on alcohol education and on the effectiveness of the CASPAR project are listed in the bibliography.

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

DECISIONS ABOUT DRINKING (CASPAR)

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	4-6	7-9	10-12
DRUG AND ALCOHOL IDENTIFICATION; PHYSICAL AND BEHAVIORAL EFFECTS	1. Identify the effects of alcohol and drugs on behavior. 2. Identify commonly used substances containing drugs and alcohol.	1. Recognize the short and long term effects of drugs and alcohol on an individual. 2. Identify classification systems for alcohol and drugs.	▲ Understand the short and long term physical effects of alcohol and drugs. 2. Understand classification of drugs and alcohol and their general effects. 3. Discuss the influence of alcohol and drugs on inhibitions.	▲ Discuss the short and long term physical and behavioral effects of alcohol and drugs. 2 Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	1. Identify rules for the use of medicines and toxic substances. 2. Recognize the medical purpose of drugs. 3. Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	1. Recognize laws pertaining to drug and alcohol use. ▲ Identify how alcohol and drugs are marketed and sold. ▲ Recognize the effects of drug and alcohol use on families.	▲ Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use 2. Recognize advertising and marketing techniques used to sell alcohol and drugs. 3. Recognize cultural differences regarding the use of alcohol and drugs. ● Recognize the influence of the family on an individual's decision to use drugs and alcohol.	▲ Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs. 2. Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3. Discuss the cultural differences in the use alcohol and drugs. ▲ Understand the role of parenting in the prevention of drug and alcohol abuse.
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	1. Recognize the relationship between accidents and the use of alcohol and drugs.	1. Understand the relationship between accidents and drug and alcohol use. ▲ Recognize the signs and symptoms of alcohol and drug misuse and dependency. ▲ Understand the terms, use, misuse, abuse and dependency as applied to drugs and alcohol.	1. Identify the effects of drugs and alcohol on driving skills. 2 Identify treatment procedures related to alcohol and drug misuse and dependency. ▲ Identify community treatment resources for alcohol and drug abusers and their families.	▲ Evaluate the effects of drugs and alcohol on driving skills. 2 Identify intervention procedures for alcohol and drug emergencies ▲ Discuss excessive or problem drinking and drug use ▲ Discuss the types of community treatment resources for alcohol or drug abusers and their families. 5. Understand the hazards of the use of alcohol and drugs on fetal development.
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	1. Identify and experience personal capabilities. 2. Understand that personal behavior affects others. 3. Recognize common human feelings. 4. Recognize similarities and differences among people. 5. Identify personal likes and dislikes.	1. Identify human strengths and weaknesses. ▲ Recognize the concept of personal responsibility for one's own behavior 3. Identify feelings in self and others and how those feelings affect behavior 4. Recognize personal needs and healthy ways to meet these needs.	1. Understand personal strengths and capabilities as well as areas for self-improvement. 2. Recognize the concept of adulthood and the developmental process of becoming an adult. 3. Practice techniques that enhance self-development. 4. Recognize the relationship of self-development to health	1 Practice assessing and utilizing strengths, capabilities and techniques for personal improvement 2 Identify and analyze positive adult role models. 3 Practice techniques for enhancing self-development that lead to personal achievement.
INTERPERSONAL SKILLS	1. Identify and use good talking and listening skills. 2. Recognize and demonstrate appropriate ways to express feelings.	1. Practice talking, listening, assertiveness and conflict resolution skills. 2. Practice appropriate ways to express feelings. ▲ Recognize how groups function and individual roles in groups	1 Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills ▲ Identify the skills needed to build close, trusting relationships 3 Identify ways to support others in their decisions not to use drugs and alcohol 4 Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs.	1 Demonstrate skills in active listening and conflict resolution. 2 Understand the skills needed to build close, trusting relationships 3 Demonstrate techniques for supporting others in their decision not to drink or use drugs 4 Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use 5 Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	1. Identify the concept of peer pressure 2 Identify trustworthy adults.	● Recognize the role of peer pressure on the use of alcohol and drugs ▲ Recognize the major pressures to use drugs and alcohol. 3 Identify trustworthy peers. 4 Identify the sources and the beneficial and harmful effects of stress. ● Identify ways to relieve stress resulting from alcohol and drug abuse by family members.	▲ Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use ▲ Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults 3 Practice healthy ways to relieve stress ● Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends.	▲ Practice and evaluate alternatives to the use of alcohol and drugs ▲ Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol ▲ Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	1. Identify life values and goals 2 Identify the steps of a decision making process 3 Recognize habits as part of behavior	● Recognize the relationship of life values and goals to decisions about alcohol and drug use ● Relate the decision-making process to personal situations. ▲ Recognize techniques for refusing drugs and alcohol	● Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use ● Practice the decision making process in situations involving the use of alcohol and drugs ▲ Practice techniques for refusing drugs and alcohol	▲ Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use ▲ Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use 1 Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education.

CURRICULUM: HERE'S LOOKING AT YOU, TWO — Grades: K through 12

SOURCE: Comprehensive Health Education Foundation
20832 Pacific Highway South
Seattle, WA 98188
(206) 824-2907

COST: Each kit contains a grade level teacher's guide, audio-visual materials and materials for the activities. The complete K through 12 loose-leaf teacher's guide is $40.

Grade Level	Kit with 16MM films and filmstrips	Kit with 1/2" video cassettes and filmstrips	Kit with filmstrips only
K-1	$ 495	$ 490	$ 435
2-3	510	495	325
4	1,250	745	445
5	1,325	875	495
6	1,150	795	425
7-9	1,550	895	445
10-12	1,895	995	425
Total K-12 Kits	8,175	5,290	2,995

OVERVIEW: Here's Looking At You, Two is a comprehensive drug education curriculum that provides detailed information on drugs and alcohol and focuses on the development of affective skills. The curriclum addresses issues such as peer relationships, responsible decision-making and stress management. The curriculum is extensive in its treatment of recent developments in drug and alcohol prevention and their application to the classroom.

TEACHING CONCERNS: An appendix, entitled the "Yellow Pages", contains information on alcohol and alcoholism, a glossary of terms and a bibliography. The description of each activity provides information on the objectives of the activity, materials, teacher preparation, procedures, evaluation and suggestions for integrating the activity into classroom curricula. There are at least 20 hours of instruction for each grade level.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. The Alcohol and Drug Education Program of the North Central Massachusetts Alcoholism Commission provides training on the Here's Looking At You, Two curriculum through the regional prevention centers. Additionally, a 21-hour teacher training course is available from the Comprehensive Health Education Foundation in Seattle, Washington.

EVALUATION: The bibliography lists articles on drug prevention education and on Here's Looking At You, Two. The National Institute on Drug Abuse funded an independent evaluation of the program's effectiveness and information on this evaluation is available from the Institute.

HERE'S LOOKING AT YOU, TWO

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	GRADE 4-6	GRADE 7-9	GRADE 10-12
DRUG AND ALCOHOL IDENTIFICATION: PHYSICAL AND BEHAVIORAL EFFECTS	● Identify the effects of alcohol and drugs on behavior. ● Identify commonly used substances containing drugs and alcohol	● Recognize the short and long term effects of drugs and alcohol on an individual ● Identify classification systems for alcohol and drugs	● Understand the short and long term physical effects of alcohol and drugs ● Understand classification of drugs and alcohol and their general effects ● Discuss the influence of alcohol and drugs on inhibitions.	● Discuss the short and long term physical and behavioral effects of alcohol and drugs. ● Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	● Identify rules for the use of medicines and toxic substances. ● Recognize the medical purpose of drugs. 3 Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	▲ Recognize laws pertaining to drug and alcohol use. ● Identify how alcohol and drugs are marketed and sold. ▲ Recognize the effects of drug and alcohol use on families.	1. Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. ● Recognize advertising and marketing techniques used to sell alcohol and drugs. ▲ Recognize cultural differences regarding the use of alcohol and drugs. ● Recognize the influence of the family on an individual's decision to use drugs and alcohol.	▲ Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs. 2 Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3 Discuss the cultural differences in the use alcohol and drugs ▲ Understand the role of parenting in the prevention of drug and alcohol abuse
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	▲ Recognize the relationship between accidents and the use of alcohol and drugs.	1. Understand the relationship between accidents and drug and alcohol use. 2. Recognize the signs and symptoms of alcohol and drug misuse and dependency. 3. Understand the terms: use, misuse, abuse and dependency as applied to drugs and alcohol.	1. Identify the effects of drugs and alcohol on driving skills. 2 Identify treatment procedures related to alcohol and drug misuse and dependency. 3. Identify community treatment resources for alcohol and drug abusers and their families.	1. Evaluate the effects of drugs and alcohol on driving skills 2. Identify intervention procedures for alcohol and drug emergencies 3 Discuss excessive or problem drinking and drug use. 4. Discuss the types of community treatment resources for alcohol or drug abusers and their families. 5. Understand the hazards of the use of alcohol and drugs on fetal development.
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	● Identify and experience personal capabilities. ▲ Understand that personal behavior affects others. ● Recognize common human feelings. ▲ Recognize similarities and differences among people. 5. Identify personal likes and dislikes.	● Identify human strengths and weaknesses. ● Recognize the concept of personal responsibility for one's own behavior. ● Identify feelings in self and others and how those feelings affect behavior. 4. Recognize personal needs and healthy ways to meet these needs.	● Understand personal strengths and capabilities as well as areas for self-improvement. ▲ Recognize the concept of adulthood and the developmental process of becoming an adult. ▲ Practice techniques that enhance self-development. ● Recognize the relationship of self-development to health	● Practice assessing and utilizing strengths, capabilities and techniques for personal improvement. ▲ Identify and analyze positive adult role models. ● Practice techniques for enhancing self-development that lead to personal achievement
INTERPERSONAL SKILLS	▲ Identify and use good talking and listening skills. ● Recognize and demonstrate appropriate ways to express feelings.	● Practice talking, listening, assertiveness and conflict resolution skills. ● Practice appropriate ways to express feelings ▲ Recognize how groups function and individual roles in groups.	▲ Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills ● Identify the skills needed to build close, trusting relationships 3 Identify ways to support others in their decisions not to use drugs and alcohol ▲ Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs	▲ Demonstrate skills in active listening and conflict resolution ● Understand the skills needed to build close, trusting relationships ▲ Demonstrate techniques for supporting others in their decision not to drink or use drugs ▲ Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use 5 Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	▲ Identify the concept of peer pressure. ● Identify trustworthy adults	● Recognize the role of peer pressure on the use of alcohol and drugs ● Recognize the major pressures to use drugs and alcohol ▲ Identify trustworthy peers ● Identify the sources and the beneficial and harmful effects of stress 5 Identify ways to relieve stress resulting from alcohol and drug abuse by family members	● Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use ● Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults ● Practice healthy ways to relieve stress ● Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends	● Practice and evaluate alternatives to the use of alcohol and drugs ● Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol 1 Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	▲ Identify life values and goals. ● Identify the steps of a decision making process 1 Recognize habits as part of behavior	● Recognize the relationship of life values and goals to decisions about alcohol and drug use ● Relate the decision-making process to personal situations ● Recognize techniques for refusing drugs and alcohol	● Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use ● Practice the decision making process in situations involving the use of alcohol and drugs ● Practice techniques for refusing drugs and alcohol	▲ Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use ● Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use ● Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education.

CURRICULUM: MAKING FRIENDS, MAKING CHOICES Grades: 3 through 6

SOURCE: Mt. Auburn Hospital Prevention and Training Center
24 Crescent Street, Suite 301
Waltham, MA 02154
(617) 893-0111

COST: $50 for the loose-leaf teacher's manual. Information on audio-visual materials that can be used with the activities is provided at the end of the curriculum.

OVERVIEW: Making Friends, Making Choices combines alcohol specific information with affective skill development. The curriculum focuses on the concepts of self-development, interpersonal skills and responsible decision-making. Attention is given to developing skills for coping with alcohol abuse among family and friends. An updated version of this curriculum that contains drug specific information and K through 2 components will be available in the Fall of 1985.

TEACHING CONCERNS: Background sections describe the development of the curriculum and its appropriate use. A bibliography is also provided. The description of each activity gives information on the objectives of the activity, materials, procedures, time frame and teacher preparation. Suggestions for classroom discussion, variations of the activity and student evaluation are also provided. There are up to twelve activities for each grade that vary in length from 30 minutes to several hours, with the majority lasting one classroom period.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. The Mt. Auburn Hospital Prevention and Training Center is one of the eight regional prevention centers of the Department of Public Health and regularly provides teacher training for this curriculum.

EVALUATION: Evaluation studies are not cited in the curriculum. Contact the Mt. Auburn Hospital Prevention and Training Center for further information.

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	GRADE 4-6	GRADE 7-9	GRADE 10-12
DRUG AND ALCOHOL IDENTIFICATION: PHYSICAL AND BEHAVIORAL EFFECTS	▲ Identify the effects of alcohol and drugs on behavior. 2. Identify commonly used substances containing drugs and alcohol.	▲ Recognize the short and long term effects of drugs and alcohol on an individual. 2. Identify classification systems for alcohol and drugs.	1 Understand the short and long term physical effects of alcohol and drugs. 2. Understand classification of drugs and alcohol and their general effects. 3. Discuss the influence of alcohol and drugs on inhibitions.	1. Discuss the short and long term physical and behavioral effects of alcohol and drugs. 2 Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	1. Identify rules for the use of medicines and toxic substances. 2. Recognize the medical purpose of drugs. ▲ Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	1. Recognize laws pertaining to drug and alcohol use. ▲ Identify how alcohol and drugs are marketed and sold. ● Recognize the effects of drug and alcohol use on families.	1. Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. 2. Recognize advertising and marketing techniques used to sell alcohol and drugs. 3. Recognize cultural differences regarding the use of alcohol and drugs. 4. Recognize the influence of the family on an individual's decision to use drugs and alcohol.	1 Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs. 2. Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3 Discuss the cultural differences in the use alcohol and drugs. 4. Understand the role of parenting in the prevention of drug and alcohol abuse.
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	1. Recognize the relationship between accidents and the use of alcohol and drugs.	▲ Understand the relationship between accidents and drug and alcohol use ▲ Recognize the signs and symptoms of alcohol and drug misuse and dependency. ▲ Understand the terms: use, misuse, abuse and dependency as applied to drugs and alcohol.	1. Identify the effects of drugs and alcohol on driving skills. 2. Identify treatment procedures related to alcohol and drug misuse and dependency 3. Identify community treatment resources for alcohol and drug abusers and their families.	1. Evaluate the effects of drugs and alcohol on driving skills. 2 Identify intervention procedures for alcohol and drug emergencies 3. Discuss excessive or problem drinking and drug use 4. Discuss the types of community treatment resources for alcohol or drug abusers and their families 5. Understand the hazards of the use of alcohol and drugs on fetal development
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	● Identify and experience personal capabilities. ● Understand that personal behavior affects others. ● Recognize common human feelings. ● Recognize similarities and differences among people. ● Identify personal likes and dislikes.	● Identify human strengths and weaknesses. ● Recognize the concept of personal responsibility for one's own behavior. ● Identify feelings in self and others and how those feelings affect behavior. 4 Recognize personal needs and healthy ways to meet these needs.	1. Understand personal strengths and capabilities as well as areas for self-improvement. 2. Recognize the concept of adulthood and the developmental process of becoming an adult. 3 Practice techniques that enhance self-development. 4 Recognize the relationship of self-development to health	1 Practice assessing and utilizing strengths, capabilities and techniques for personal improvement. 2 Identify and analyze positive adult role models. 3 Practice techniques for enhancing self-development that lead to personal achievement
INTERPERSONAL SKILLS	1. Identify and use good talking and listening skills. ● Recognize and demonstrate appropriate ways to express feelings	▲ Practice talking, listening, assertiveness and conflict resolution skills ● Practice appropriate ways to express feelings. ● Recognize how groups function and individual roles in groups	1 Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills 2 Identify the skills needed to build close, trusting relationships 3 Identify ways to support others in their decisions not to use drugs and alcohol 4 Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs	1 Demonstrate skills in active listening and conflict resolution 2. Understand the skills needed to build close, trusting relationships 3 Demonstrate techniques for supporting others in their decision not to drink or use drugs 4 Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use 5 Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	● Identify the concept of peer pressure 2 Identify trustworthy adults.	● Recognize the role of peer pressure on the use of alcohol and drugs ▲ Recognize the major pressures to use drugs and alcohol ● Identify trustworthy peers 4 Identify the sources and the beneficial and harmful effects of stress ● Identify ways to relieve stress resulting from alcohol and drug abuse by family members.	1 Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use 2 Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults 3 Practice healthy ways to relieve stress 4 Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends	1 Practice and evaluate alternatives to the use of alcohol and drugs 2 Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol 3 Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	▲ Identify life values and goals ▲ Identify the steps of a decision making process 3 Recognize habits as part of behavior	▲ Recognize the relationship of life values and goals to decisions about alcohol and drug use ● Relate the decision-making process to personal situations ▲ Recognize techniques for refusing drugs and alcohol	1 Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use 2 Practice the decision making process in situations involving the use of alcohol and drugs 3 Practice techniques for refusing drugs and alcohol	1 Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use 2 Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use 3 Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education

CURRICULUM: OMBUDSMAN Grades: 5 through 9

SOURCE: Charlotte Drug Education Center (CDEC)
1416 East Morehead Street
Charlotte, N.C. 28204
(704) 336-3211

COST: $10.00 for the spiral bound teacher's manual.
No additional resource materials are necessary for implementation.

OVERVIEW: Ombudsman is a three-phased activity oriented program that addresses affective education. The first phase focuses on building individual self esteem, the second on the development of communication and group interaction skills, and the third on using the individual and group skills acquired in the first two phases. Teachers should be aware that there is little specific drug or alcohol information in Ombudsman.

TEACHING CONCERNS: The introduction provides teachers with background information on drug abuse prevention education, instructions for using the curriculum, and suggestions for teaching affective skills and carrying out a process evaluation of the activities. The description of each activity is organized to provide the teacher with information on the objective of the exercise; recommended group size, procedures, time frame and materials; and ideas for processing and varying the exercise. The curriculum contains over 65 activities that vary in length from ten minutes to several hours, with many designed to last one classroom period.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. The Charlotte Drug Education Center offers training for teachers.

EVALUATION: The Charlotte Drug Education Center has conducted formal evaluation of Ombudsman classes. Information on these evaluations and on instruments that can be used for evaluations are available from CDEC. A listing of evaluation articles can be found in the bibliography.

OMBUDSMAN

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	4-6	7-9	10-12
DRUG AND ALCOHOL IDENTIFICATION: PHYSICAL AND BEHAVIORAL EFFECTS	1. Identify the effects of alcohol and drugs on behavior. 2. Identify commonly used substances containing drugs and alcohol.	▲ Recognize the short and long term effects of drugs and alcohol on an individual. 2. Identify classification systems for alcohol and drugs.	1 Understand the short and long term physical effects of alcohol and drugs. 2. Understand classification of drugs and alcohol and their general effects. 3. Discuss the influence of alcohol and drugs on inhibitions.	1 Discuss the short and long term physical and behavioral effects of alcohol and drugs. 2. Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	1. Identify rules for the use of medicines and toxic substances. 2. Recognize the medical purpose of drugs. 3. Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	1. Recognize laws pertaining to drug and alcohol use. 2. Identify how alcohol and drugs are marketed and sold. 3. Recognize the effects of drug and alcohol use on families.	1. Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. 2. Recognize advertising and marketing techniques used to sell alcohol and drugs. 3 Recognize cultural differences regarding the use of alcohol and drugs. 4. Recognize the influence of the family on an individual's decision to use drugs and alcohol.	1 Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs 2 Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3. Discuss the cultural differences in the use alcohol and drugs. 4. Understand the role of parenting in the prevention of drug and alcohol abuse
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	1. Recognize the relationship between accidents and the use of alcohol and drugs.	1. Understand the relationship between accidents and drug and alcohol use. 2. Recognize the signs and symptoms of alcohol and drug misuse and dependency. 3. Understand the terms: use, misuse, abuse and dependency as applied to drugs and alcohol.	1. Identify the effects of drugs and alcohol on driving skills. 2. Identify treatment procedures related to alcohol and drug misuse and dependency. 3 Identify community treatment resources for alcohol and drug abusers and their families.	1. Evaluate the effects of drugs and alcohol on driving skills 2. Identify intervention procedures for alcohol and drug emergencies. 3. Discuss excessive or problem drinking and drug use. 4 Discuss the types of community treatment resources for alcohol or drug abusers and their families. 5. Understand the hazards of the use of alcohol and drugs on fetal development
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	1. Identify and experience personal capabilities. 2. Understand that personal behavior affects others. 3. Recognize common human feelings. 4. Recognize similarities and differences among people. 5. Identify personal likes and dislikes.	● Identify human strengths and weaknesses. ● Recognize the concept of personal responsibility for one's own behavior. ● Identify feelings in self and others and how those feelings affect behavior. 4 Recognize personal needs and healthy ways to meet these needs.	● Understand personal strengths and capabilities as well as areas for self-improvement. 2. Recognize the concept of adulthood and the developmental process of becoming an adult. ● Practice techniques that enhance self-development. 4. Recognize the relationship of self-development to health.	1. Practice assessing and utilizing strengths, capabilities and techniques for personal improvement. 2. Identify and analyze positive adult role models 3 Practice techniques for enhancing self-development that lead to personal achievement
INTERPERSONAL SKILLS	1. Identify and use good talking and listening skills. 2. Recognize and demonstrate appropriate ways to express feelings.	● Practice talking, listening, assertiveness and conflict resolution skills. ● Practice appropriate ways to express feelings. ● Recognize how groups function and individual roles in groups.	● Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills ▲ Identify the skills needed to build close, trusting relationships ● Identify ways to support others in their decisions not to use drugs and alcohol 4 Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs.	1 Demonstrate skills in active listening and conflict resolution. 2 Understand the skills needed to build close, trusting relationships 3 Demonstrate techniques for supporting others in their decision not to drink or use drugs. 4 Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use 5 Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	1. Identify the concept of peer pressure 2. Identify trustworthy adults	▲ Recognize the role of peer pressure on the use of alcohol and drugs. ▲ Recognize the major pressures to use drugs and alcohol. ● Identify trustworthy peers 4 Identify the sources and the beneficial and harmful effects of stress. 5 Identify ways to relieve stress resulting from alcohol and drug abuse by family members.	▲ Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use 2 Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults 3 Practice healthy ways to relieve stress 4 Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends	1 Practice and evaluate alternatives to the use of alcohol and drugs 2 Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol 3 Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	1. Identify life values and goals. 2 Identify the steps of a decision making process 3 Recognize habits as part of behavior.	● Recognize the relationship of life values and goals to decisions about alcohol and drug use. ● Relate the decision-making process to personal situations 3 Recognize techniques for refusing drugs and alcohol	● Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use ▲ Practice the decision making process in situations involving the use of alcohol and drugs 3 Practice techniques for refusing drugs and alcohol	1 Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use 2 Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use 3 Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education.

CURRICULUM: OZ Grades: K through 12

SOURCE: Project Oz
404 E. Washington Street
Bloomington, IL 61701
(309) 827-0377

COST: $12.00 for the teacher's guides for grades K through 3. $18.00 for the teacher's guides for grades 4 through 8. $18.00 for the high school teacher's guide.

No additional resource materials are needed for implementation.

OVERVIEW: The Oz curriculum provides detailed information on drugs and alcohol and focuses on the development of affective skills. Concepts such as self-development, peer relationships, communication, assertiveness, responsible decision-making and stress management are presented. The information on drugs and alcohol is presented in an objective straight forward manner and suggestions on techniques for teaching the material are available.

TEACHING CONCERNS: Background material provides information on drug prevention education and explains the concepts that are presented in the curriculum. The description of each activity provides information on the objectives of the activity, procedures and teaching suggestions. Each grade level guide contains between 15 and 38 activities that vary in length between 20 and 40 minutes on the elementary level, and between 40 and 60 minutes at the junior and senior high level.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. Project Oz offers a 30-hour teacher training workshop.

EVALUATION: References to general research on drug education appear in the introduction. Specific research on the Oz curriculum is not cited.

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	GRADE 4-6	GRADE 7-9	GRADE 10-12
DRUG AND ALCOHOL IDENTIFICATION; PHYSICAL AND BEHAVIORAL EFFECTS	● Identify the effects of alcohol and drugs on behavior. ● Identify commonly used substances containing drugs and alcohol.	● Recognize the short and long term effects of drugs and alcohol on an individual. ● Identify classification systems for alcohol and drugs.	● Understand the short and long term physical effects of alcohol and drugs. ● Understand classification of drugs and alcohol and their general effects. 3. Discuss the influence of alcohol and drugs on inhibitions.	● Discuss the short and long term physical and behavioral effects of alcohol and drugs. ● Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	● Identify rules for the use of medicines and toxic substances. ● Recognize the medical purpose of drugs. ● Recognize the roles of family members and the dynamics of family interactions. ▲ Recognize different types of families.	1. Recognize laws pertaining to drug and alcohol use. ● Identify how alcohol and drugs are marketed and sold. ▲ Recognize the effects of drug and alcohol use on families.	▲ Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. ● Recognize advertising and marketing techniques used to sell alcohol and drugs. ▲ Recognize cultural differences regarding the use of alcohol and drugs. 4. Recognize the influence of the family on an individual's decision to use drugs and alcohol.	1. Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and possession of alcohol and drugs. ▲ Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3. Discuss the cultural differences in the use alcohol and drugs. 4. Understand the role of parenting in the prevention of drug and alcohol abuse
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	1. Recognize the relationship between accidents and the use of alcohol and drugs.	1. Understand the relationship between accidents and drug and alcohol use. ▲ Recognize the signs and symptoms of alcohol and drug misuse and dependency. ▲ Understand the terms: use, misuse, abuse and dependency as applied to drugs and alcohol.	1. Identify the effects of drugs and alcohol on driving skills. 2 Identify treatment procedures related to alcohol and drug misuse and dependency 3. Identify community treatment resources for alcohol and drug abusers and their families.	1. Evaluate the effects of drugs and alcohol on driving skills. 2 Identify intervention procedures for alcohol and drug emergencies. 3. Discuss excessive or problem drinking and drug use 4 Discuss the types of community treatment resources for alcohol or drug abusers and their families. 5. Understand the hazards of the use of alcohol and drugs on fetal development.
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	● Identify and experience personal capabilities. ▲ Understand that personal behavior affects others. ● Recognize common human feelings. ● Recognize similarities and differences among people. ● Identify personal likes and dislikes.	● Identify human strengths and weaknesses. ● Recognize the concept of personal responsibility for one's own behavior. ● Identify feelings in self and others and how those feelings affect behavior. 4. Recognize personal needs and healthy ways to meet these needs.	● Understand personal strengths and capabilities as well as areas for self-improvement. ▲ Recognize the concept of adulthood and the developmental process of becoming an adult. ▲ Practice techniques that enhance self-development ▲ Recognize the relationship of self-development to health	● Practice assessing and utilizing strengths, capabilities and techniques for personal improvement. 2. Identify and analyze positive adult role models. ● Practice techniques for enhancing self-development that lead to personal achievement
INTERPERSONAL SKILLS	● Identify and use good talking and listening skills. ● Recognize and demonstrate appropriate ways to express feelings.	● Practice talking, listening, assertiveness and conflict resolution skills ● Practice appropriate ways to express feelings. ● Recognize how groups function and individual roles in groups.	▲ Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills. ▲ Identify the skills needed to build close, trusting relationships. 3 Identify ways to support others in their decisions not to use drugs and alcohol ▲ Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs.	▲ Demonstrate skills in active listening and conflict resolution 2 Understand the skills needed to build close, trusting relationships. 3 Demonstrate techniques for supporting others in their decision not to drink or use drugs 4 Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use 5 Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	● Identify the concept of peer pressure ● Identify trustworthy adults	● Recognize the role of peer pressure on the use of alcohol and drugs. ● Recognize the major pressures to use drugs and alcohol ▲ Identify trustworthy peers ● Identify the sources and the beneficial and harmful effects of stress 5 Identify ways to relieve stress resulting from alcohol and drug abuse by family members.	● Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use ▲ Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults. 3 Practice healthy ways to relieve stress 4 Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends	1 Practice and evaluate alternatives to the use of alcohol and drugs 2 Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol 3 Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	● Identify life values and goals. ● Identify the steps of a decision making process ▲ Recognize habits as part of behavior	● Recognize the relationship of life values and goals to decisions about alcohol and drug use. ● Relate the decision-making process to personal situations ● Recognize techniques for refusing drugs and alcohol	● Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use ▲ Practice the decision making process in situations involving the use of alcohol and drugs ● Practice techniques for refusing drugs and alcohol	● Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use 2 Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use 3 Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education

CURRICULUM: SELF-DISCOVERY Grades 7 through 12

SOURCE:
Learning for Life
Management Sciences for Health
165 Allandale Road
Boston, MA 02130
(617) 524-7799

COST: Materials for the curriculum include a student textbook and a loose-leaf teacher's guide.

	Student Textbook	Teacher's Guide
"Developing Skills"	$11.95	$14.95
"Alcohol and Other Drugs"	$ 5.95	$ 5.95

No additional resource materials are needed for implementation.

OVERVIEW: Self-Discovery is a three-part, comprehensive health education program. The first part, "Developing Skills", focuses on the development of affective capabilities, the second "Alcohol and Other Drugs" on alcohol and drug information, and the third on sexuality.

TEACHING CONCERNS: The teacher's guide provides background information on comprehensive health education and instructions for using the curriculum. The description of each activity provides information on the objectives of the activity, materials and procedures. There are 48 activities in developing skills and 15 in "Alcohol and Other Drugs." Each activity takes 40 minutes. Information on student evaluation is provided in the introduction.

TEACHER TRAINING: Questions on teacher training may be directed to the Department of Public Health's regional prevention centers. Learning for Life offers training and consultation to teachers in Massachusetts.

EVALUATION: Self-Discovery was pilot-tested in Georgia, California and Massachusetts. Information on the results of these pilot tests is available from Learning for Life.

MASSACHUSETTS DRUG AND ALCOHOL PREVENTION CURRICULUM PLAN

SELF DISCOVERY

● = completely meets the learning objective

▲ = substantially meets the learning objective

BASIC CONCEPTS	GRADE K-3	GRADE 4-6	GRADE 7-9	GRADE 10-12
DRUG AND ALCOHOL IDENTIFICATION; PHYSICAL AND BEHAVIORAL EFFECTS	1. Identify the effects of alcohol and drugs on behavior. 2. Identify commonly used substances containing drugs and alcohol.	1. Recognize the short and long term effects of drugs and alcohol on an individual. 2. Identify classification systems for alcohol and drugs.	● Understand the short and long term physical effects of alcohol and drugs. ● Understand classification of drugs and alcohol and their general effects. ▲ Discuss the influence of alcohol and drugs on inhibitions.	● Discuss the short and long term physical and behavioral effects of alcohol and drugs. ● Classify alcohol and drugs according to their physical and behavioral effects.
SOCIAL CONTEXT OF DRUG AND ALCOHOL USE	1. Identify rules for the use of medicines and toxic substances. 2. Recognize the medical purpose of drugs. 3. Recognize the roles of family members and the dynamics of family interactions. 4. Recognize different types of families.	1. Recognize laws pertaining to drug and alcohol use. 2. Identify how alcohol and drugs are marketed and sold. 3. Recognize the effects of drug and alcohol use on families.	▲ Understand the federal and state laws, as well as the school disciplinary policies, pertaining to drug and alcohol use. 2. Recognize advertising and marketing techniques used to sell alcohol and drugs. ● Recognize cultural differences regarding the use of alcohol and drugs. ▲ Recognize the influence of the family on an individual's decision to use drugs and alcohol.	1 Explain the federal and state laws and standards as well as the school's disciplinary codes, pertaining to use, sale and posession of alcohol and drugs ▲ Discuss the impact of the marketing of drugs and alcohol on the use of these substances. 3 Discuss the cultural differences in the use alcohol and drugs 4. Understand the role of parenting in the prevention of drug and alcohol abuse
MISUSE OF AND DEPENDENCY ON DRUGS AND ALCOHOL	1. Recognize the relationship between accidents and the use of alcohol and drugs.	1. Understand the relationship between accidents and drug and alcohol use. 2. Recognize the signs and symptoms of alcohol and drug misuse and dependency. 3. Understand the terms: use, misuse, abuse and dependency as applied to drugs and alcohol.	● Identify the effects of drugs and alcohol on driving skills. ● Identify treatment procedures related to alcohol and drug misuse and dependency. ● Identify community treatment resources for alcohol and drug abusers and their families.	● Evaluate the effects of drugs and alcohol on driving skills. ● Identify intervention procedures for alcohol and drug emergencies. ● Discuss excessive or problem drinking and drug use. ▲ Discuss the types of community treatment resources for alcohol or drug abusers and their families. ● Understand the hazards of the use of alcohol and drugs on fetal development.
SELF-DEVELOPMENT Self-Assessment Self-Esteem Self-Discipline	1. Identify and experience personal capabilities. 2. Understand that personal behavior affects others. 3. Recognize common human feelings. 4 Recognize similarities and differences among people. 5. Identify personal likes and dislikes.	1. Identify human strengths and weaknesses. 2. Recognize the concept of personal responsibility for one's own behavior. 3. Identify feelings in self and others and how those feelings affect behavior. 4. Recognize personal needs and healthy ways to meet these needs	● Understand personal strengths and capabilities as well as areas for self-improvement. ● Recognize the concept of adulthood and the developmental process of becoming an adult. ● Practice techniques that enhance self-development. ▲ Recognize the relationship of self-development to health.	● Practice assessing and utilizing strengths, capabilities and techniques for personal improvement. 2. Identify and analyze positive adult role models. ● Practice techniques for enhancing self-development that lead to personal achievement
INTERPERSONAL SKILLS	1. Identify and use good talking and listening skills. 2. Recognize and demonstrate appropriate ways to express feelings.	1 Practice talking, listening, assertiveness and conflict resolution skills. 2 Practice appropriate ways to express feelings. 3. Recognize how groups function and individual roles in groups	● Use and evaluate the interpersonal skills of talking, active listening and conflict resolution skills ● Identify the skills needed to build close, trusting relationships ● Identify ways to support others in their decisions not to use drugs and alcohol ▲ Practice and demonstrate assertiveness with peers when pressured to use alcohol and drugs.	● Demonstrate skills in active listening and conflict resolution 2 Understand the skills needed to build close, trusting relationships ● Demonstrate techniques for supporting others in their decision not to drink or use drugs ▲ Demonstrate the ability to question assertively anyone recommending or prescribing drugs, and ask for alternatives to their use 5 Identify how individuals can unintentionally enable others to use alcohol and drugs
COPING SKILLS	1 Identify the concept of peer pressure 2. Identify trustworthy adults.	1 Recognize the role of peer pressure on the use of alcohol and drugs 2 Recognize the major pressures to use drugs and alcohol 3 Identify trustworthy peers 4 Identify the sources and the beneficial and harmful effects of stress. 5 Identify ways to relieve stress resulting from alcohol and drug abuse by family members	● Understand the role of peer pressure and its influence on decisions concerning drug and alcohol use ● Understand and evaluate the reasons for the misuse of alcohol and drugs by peers and adults ● Practice healthy ways to relieve stress 4 Recognize ways to relieve stress resulting from drug and alcohol abuse by family members and/or friends	● Practice and evaluate alternatives to the use of alcohol and drugs ● Demonstrate techniques to prevent situations that involve driving under the influence of drugs and alcohol 3 Understand ways to relieve stress resulting from alcohol and drug abuse by family members and/or friends
RESPONSIBLE DECISION-MAKING Gather Information Explore Alternatives Predict Consequences Act on the Decision Evaluate the Results	1 Identify life values and goals. 2 Identify the steps of a decision making process 3 Recognize habits as part of behavior	1. Recognize the relationship of life values and goals to decisions about alcohol and drug use. 2 Relate the decision-making process to personal situations 3 Recognize techniques for refusing drugs and alcohol	● Demonstrate an awareness of personal values and goals as they pertain to decisions regarding drug and alcohol use ● Practice the decision making process in situations involving the use of alcohol and drugs ● Practice techniques for refusing drugs and alcohol	▲ Analyze the influence of community values and attitudes on decisions regarding alcohol and drug use ● Demonstrate the ability to make responsible decisions in situations involving drug and alcohol use ● Demonstrate the ability to refuse alcohol and drugs

Adapted from a curriculum plan established by the State of Vermont Department of Education and the Agency of Human Services, Alcohol and Drug Abuse Division.

Produced for the Governor's Alliance Against Drugs. Prepared by the Department of Public Health's Division of Drug Rehabilitation and the Department of Education.

SUBSTANCE ABUSE PREVENTION EDUCATION GRANTS

Source	Grant title	Purpose	Funding cycle
Gov's Alliance Against Drugs Fund Bank of Boston	Private sector donations	Teacher education Curriculum materials	on-going from Sept, 1985
Dept. of Education (Cheryl Haug-Simons 770-7593)	Prevention Education Mini-grants for Substance Abuse	Up to $3,000 for planning and implementation of substance abuse education in schools	November, 1985 June, 1986
Dept. of Education	Commonwealth In-Service Institute	Up to $3,000 for teacher training	Sept, 1985 June, 1986
Gov's Highway Safety Bureau	Federal section 402 funds	Up to $3,000 for teacher training and curriculum materials	October, 1985 Sept, 1986
Department of Public Health	SEE TREATMENT AND PREVENTION SERVICES		

THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON 02133

MICHAEL S. DUKAKIS
GOVERNOR

GOVERNOR'S ALLIANCE AGAINST DRUGS FUND
AT THE BANK OF BOSTON

The Governor's Alliance Against Drugs Fund has been established at the Bank of Boston with an initial tax deductible contribution of $35,000. A major fund raising campaign is underway which will actively involve the private sector companies in a partnership with the Governor's Alliance Against Drugs.

This funding will be available beginning in September, 1985, with applications available by writing or calling the Governor's Alliance Against Drugs Office, 100 Cambridge Street, Room 114, Boston, MA 02022. Funding will be considered for purchasing curriculum materials and for teacher training.

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169

August 23, 1985

FUNDS AVAILABLE

MEMORANDUM

TO: All School Committee Chairpersons
All Superintendents (for distribution to Health Education Coordinators)

FROM: John H. Lawson, Commissioner

SUBJECT: Planning and Development Mini-grants for Substance Abuse Prevention Education Programs

In response to considerable citizen interest in the area of substance use and abuse by Massachusetts youth, the State Board of Education approved a Substance Abuse Prevention Education Plan in May, 1983.

In support of the activities suggested in the Plan, the Great and General Court of the Commonwealth of Massachusetts has, for the second year appropriated $100,000 to the Board of Education for distribution to school districts for planning and developing school-based substance abuse prevention education programs.

The Massachusetts Department of Education is pleased to announce the availability of funds from two sources:

> A total of $60,000 is available for mini-grants of up to $3,000 to local and regional school districts for the planning and development of substance abuse prevention education programs, particularly for K-8 students.
>
> A total of $40,000 is available through the Commonwealth Inservice Institute to support training for the improvement of instruction in substance abuse prevention education programs, in public schools, K-12. Eligible participants for training will be students, parents, school staff, administrators, counselors, medical personnel, state and local law enforcement officials and community/social service organizations.

School districts interested in applying for these funds should send a representative familiar with health education and/or substance abuse issues to an information workshop. These workshops will be held in each of the regional centers of the Department of Education.

Regional Information Workshops for Substance Abuse Prevention Education

Monday, September 16, 1985	Northeast Regional Education Center 219 North Street North Reading,MA 01864 (617)727-0600	2-4 p.m.
Tuesday, September 17, 1985	Central Massachusetts Regional Education Center Beaman Street, Route 140 West Boylston, MA 01583 (617)835-6266	2-4 p.m.
Thursday, September 19, 1985	Southeast Regional Education Center Lakeville State hospital Lakeville, MA 02346 (617)947-1231	2-4 p.m.
Tuesday, September 24, 1985	Greater Boston Regional Education Center 27 Cedar Street Wellesley, MA 02181 (617)431-7825	2-4 p.m
Wednesday, September 25, 1985	Greater Springfield Regional Education Center 88 Massasoit Avenue West Springfield, MA 01089 (413)739-7271	2-4 p.m.
Thursday, September 26, 1985	Northwest Regional Education Center Mark Hopkins Hall Church Street North Adams, MA 01247 (413)664-4511	2-4 p.m

Department of Education Staff will provide technical assistance to workshop participants in three areas:

1. Applications for the Planning and Development Mini-grants for school-based substance abuse prevention education programs

2. Application for Commonwealth Inservice Institute funds for substance abuse education

3. Use of Health Education Resource Bank (an extensive listing of available consultants, materials, current programs and organizations) in the completion of these grant applications

For school districts who cannot send a representative to these workshops and are still interested in applying for these funds for Planning and Development Mini-grants for School-based Substance Abuse Prevention Education - call or write:

Cheryl Haug-Simons (617) 770-7593
Massachusetts Department of Education
Bureau of Student, Community and Adult Services
1385 Hancock Street
Quincy, MA 02169

Applications for the mini-grants will be available at the workshops from Cheryl Haug-Simons for the Planning and Development Mini-grants or after September 16th from Hilda Boyar (617)770-7580.

Applications for the mini-grants are due at your regional center by Friday, November 1, 1985 at 5:00 p.m. ANY APPLICATIONS RECEIVED AFTER THIS TIME AND DATE WILL NOT BE CONSIDERED IN THE REVIEW FUNDING PROCESS.

For school districts interested in applying for Commonwealth Inservice Institute grants, please call the Institute staff at the nearest Massachusetts Department of Education Regional Center. Applications for Commonwealth Inservice grants are accepted on a monthly basis as long as funds are available.

MASSACHUSETTS DEPARTMENT OF EDUCATION

G U I D E L I N E S

SUBSTANCE ABUSE PREVENTION EDUCATION
PLANNING AND DEVELOPMENT MINI-GRANTS

PROGRAM EMPHASIS: All applications shall propose planning and development activities leading to substance abuse prevention education programs for K-8 students.

Applications will be encouraged which focus on:

- o School-Community Substance Abuse Prevention Education Advisory Council development.
- o Local needs assessment to determine extent of problem and design of program
- o K-8 substance abuse prevention education curriculum development
- o Development of procedures for referring students for help and a disciplinary policy regarding substance abuse.

FUNDS AVAILABLE FOR:

- o Consultants to provide technical assistance in the area of planning and development of substance abuse prevention education programs
- o Time release-substitute pay available for staff i.e. (to visit model prevention programs)
- o Up to $50.00 available for staff person to coordinate and complete application process
- o Purchase of materials (not capital expenditures, i.e., equipment)
- o Grant-related travel
- o Student stipends
- o Evaluation of the planning and development process (January, 1986 - June, 1986)

ELIBIGILITY:

- o Only local or regional school districts vocational) and, in some cases, educational collaboratives may apply for funding

- o No funds shall be awarded for operational purposes, inservice education or to supplant existing programs of local school districts. However, districts may propose to expand the focus or scope of an existing program to the K-8 group. (Inservice programs can be funded through the Commonwealth Inservice Institute).

AVAILABLE FUNDING:

- o Total funds available $60,000. The maximum award will be $3,000.

<u>SCHEDULE FOR DEVELOPING A SUBSTANCE ABUSE PREVENTION EDUCATION PROPOSAL:</u>

September 1985

<u>Information workshops</u> will be held in each of the regional education centers. (see page two)

All applicants are urged to attend one of these workshops to obtain technical assistance in developing proposal and completing the application. (Applications will be available at the workshops)

September 26 - November 1, 1985

<u>School districts develop proposal,</u>filling out application form

November 1, 1985 5:00 p.m.

<u>All applications due in regional centers.</u> The funds available for these awards are limited. Stated deadlines assure all applicants that they will be treated fairly and equally. For these reasons, strict deadlines are set for applicants. Failure to meet submission deadlines means that your proposal will be rejected.

Regional Review

A regional team will be appointed to review the proposal on a programmatic and technical basis. Each reader will receive proposals and a copy of a Grant Proposal Evaluation Form to score each proposal. A team report will be developed, rank ordering all proposals highest to lowest (by total score from raw score sheet) and indicating when proposals are recommended for funding.

NOVEMBER 21, 1985 — Recommended proposals sent to central office and Board of Education for approval.

DECEMBER 21, 1985 — Notification of Board of Education action.

JANUARY 1, 1986 — Approved programs may begin.

JUNE 30, 1986 — Grants terminate.

CRITERIA FOR EVALUATING PROPOSALS:

In making awards for this mini-grant program, the Department of Education is particularly interested in programs that:

- improve communication skills and examine how decisions are made with a goal towards prevention of substance abuse.
- Reflect the goals and objectives of a school district's comprehensive health education program.
- Show evidence of cooperative planning of local school committee, teachers, building administrators, parents, students, law enforcement officers, local treatment or prevention centers and the general community.
- Develop discipline policies which prohibit substance use and abuse and procedures for referrals to in-school assistance and out of school treatment.
- Focus on a primary prevention orientation in elementary, middle and junior high schools.

- All programs should emphasize that possession, selling or use of certain substance is illegal, and use can have a damaging effect on a student's education and well being.

Allowable Expenditures/Restrictions

All grant monies under this program must be used for planning and development of substance abuse prevention education programs(K-8) Restrictions Include:

Consultant fees at a maximum of $250.00 per diem ($50.00 per hour). No preparation time can be paid for by the grant.

Mileage incurred by participants traveling to model program or demonstration sites may be reimbursed at locally established rates.

Incentives for staff participation limited to either stipends at a fixed rate of $30.00 per diem ($6.00 per hour) or the employment of substitute teachers at the locally established rate.

Purchases of supplies and training materials necessary for each participant's successful involvement in the mini-grant activities. Itemization must be provided and per participant expenses are limited to $30.

Grant money may not be used to supplant salaries of teachers or administrators, or any other school expenditures.

Grants may not be used to pay for space rental, or for the purchase of computer hardware.

THE COMMONWEALTH OF MASSACHUSETTS
EXECUTIVE DEPARTMENT
GOVERNOR'S HIGHWAY SAFETY BUREAU
100 CAMBRIDGE STREET, ROOM 2104
BOSTON, MASSACHUSETTS
02202

TERRANCE D. SCHIAVONE
DIRECTOR

TELEPHONE
(617) 727-5074

FUNDS AND RESOURCES AVAILABLE FOR K-12 ALCOHOL/DRUG EDUCATION PROGRAMS

The Governor's Highway Safety Bureau is pleased to announce the availability of federal section 402 funds for implementing school based alcohol/drug prevention education programs. The Governor's Highway Safety Bureau funding is provided on a reimbursement basis. The Bureau operates on the federal fiscal year which begins October 1, and ends September 30.

PROGRAM EMPHASIS: All applicants shall propose planning, development and implementation of programs for alcohol/drug prevention education for K-12 students.

Applicants are strongly encouraged to collaborate with neighboring school systems to form a consortium to maximize impact on K-12 education, materials and curriculum.

FUNDS ARE AVAILABLE FOR:

* Mini-grants to purchase material and curriculum
* Mini-grants for substitute teacher salaries to attend regional training workshops including travel expenses
* Mini-grants for inservice training, on-site technical assistance from private sector sources

The maximum grant award will be $3,000 per individual school district. The amount of funding available to consortium applicants will vary depending on the number of school districts involved. Consideration will be given to school districts based on applicant needs.

The Governor's Highway Safety Bureau is considering expanding the number of regional workshops designed to enhance the training capabilities of individual schools.

Grant application and information can be obtained through:

The Governor's Alliance Against Drugs
100 Cambridge Street, Room 2100
Boston, Massachusetts 02202

For specific information regarding the Governor's Highway Safety Bureau grants:

The Governor's Highway Safety Bureau
100 Cambridge Street, Room 2104
Boston, Massachusetts 02202
Irene Bent

MICHAEL S. DUKAKIS
GOVERNOR

THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON 02133

MEMORANDUM

TO: Michael S. Dukakis, Governor

FROM: S. Stephen Rosenfeld, Chief Legal Counsel
Marianne C. Lee, Alliance Against Drugs

DATE: June 5, 1985

RE: School/Police Memorandum of Understanding

The Department of Education, the Massachusetts Superintendents Association, the Massachusetts School Committee Association, and the Massachusetts Police Chiefs Association have adopted and endorsed the following document and guidelines for developing a written "memorandum of understanding" between the school superintendent, police chief and school committee.

The following people participated in the drafting of this "memorandum of understanding" and recommended guidelines:

Charles Barry, Secretary of Public Safety
S. Stephen Rosenfeld, Governor's Chief Legal Counsel
John Lawson, Commissioner of Education
Gerald Indelicato, Govenor's Office of Educational Affairs
Chief John McHugh, President, Mass. Police Chiefs Assoc.
Paul Doherty, Exec. Dir., Mass. Police Chiefs Assoc.
George Simard, Chief of Police, Brookline Police
John MacDonald, Pres. Elect, Mass. Superintendents Assoc.
George Hill, Exec. Dir., Mass. Superintendents Assoc.
Edward Tynan, President, Mass. Superintendents Assoc.
Tom Cullen, Superintendent, Blackstone-Millville
Carol Sager, Superintendent, Wilmington
Paul Gordon, Exec. Dir., Mass. Assoc. of School Committees
Frank Hegarty, President, Mass. Assoc. of School Committees
John Coleman, Pres.Elect, Mass. Assoc. of School Committees
Christ Bouras, Chief, Danvers Police Department
Inspector James Alexander, President, Mass. Juv. Police
Jeff Abramson, Middlesex District Attorney's Office
George Perry, Department of Education, Student Services
Marianne Lee, Governor's Alliance Against Drugs
Roberta Leis, Governor's Alliance Against Drugs
Barbara Kopans, Dir. of Communications, Public Safety
Patrick Hamilton, Exec. Dir., Governor's Anti-Crime Council

MICHAEL S. DUKAKIS
GOVERNOR

THE COMMONWEALTH OF MASSACHUSETTS

EXECUTIVE DEPARTMENT

STATE HOUSE • BOSTON 02133

GENERAL STATEMENT

We agree that the abuse of drugs and alcohol is a national and societal problem. We also agree that it is a problem at the community level and must involve the community as a whole if we are to prevent drug and alcohol abuse. Therefore the Chief of Police with the support of the Board of Selectmen and Mayor, and the Superintendent of Schools with the support of the School Committee, pledge to adopt a written "memorandum of understanding" establishing procedures for communication on incidents of drug and alcohol use, possession and distribution. The coordination of community leaders is vital if we are to be effective in combatting drug and alcohol abuse.

We further agree to coordinate our efforts with the local district attorneys and the Department of Education. The need for a written memorandum of understanding is becoming increasingly clear as teachers are asked to observe student behavior and make determinations concerning that behavior. The rights of the teachers and the students, and the role of the police officer, must be clearly understood by all parties.

A police/school "memorandum of understanding" should include the following:

1. A statement by school personnel, law enforcement officials and community leaders that they agree to coordinate their efforts in preventing student drug and alcohol use and abuse and that they agree to adopt a written memorandum of understanding clarifying the notification process and procedures necessary when a student is discovered with drugs or alcohol. This statement must identify those incidents occurring during school hours, on school grounds or at school functions, when the school should notify the police that a violation of its drug and alcohol code has occurred.

2. A clear procedure should be developed outlining the expectations of students, counselors, teachers and administrators, within the school system regarding the discovery of drugs or alcohol in school, on school grounds or at school sponsored functions.

3. A clear procedure should be developed outlining the actions of law enforcement personnel when contraband is turned over to them by school officials and a procedure for dealing with incident reports from school officials when a student is reasonably suspected of being involved with drugs.

4. Once this memorandum of understanding is adopted by the School Committee it should be widely distributed to parents, students and the community at large. It should also be part of the discipline code and must be on file with the Department of Education.

GUIDELINES FOR THE DEVELOPMENT OF
A WRITTEN SCHOOL/POLICE MEMORANDUM OF UNDERSTANDING

DETERMINING WHAT INCIDENTS TO REPORT

Teachers are often caught in a dilemma when a student voluntarily confides in them about personal use of drugs or alcohol or the suspected use by a friend. Teachers should understand that they are not protected under the confidentiality statutes and that if called on to testify in court they would have to reveal any information relating to drugs or alcohol, even if voluntarily confided to them by a student. Once this is understood, there must be a method for the teacher or school official to help this student and refer him or her to the proper resource person or treatment center. A school official, either the school nurse, guidance counselor, health teacher, or principal, should be assigned as the person responsible for handling all reported incidents of drug or alcohol abuse. This procedure becomes vitally important when determining the number of incidents of drug or alcohol use by students in school and for all teachers to know who to call upon for information and help.

Most school drug and alcohol policies include discipline for a student suspected, found, or admitting to being under the influence of a drug or alcohol. Although this behavior should be against school rules and a punishable offense, it is not against the law for a student to be under the influence of a controlled substance. However, it may be valuable for police and schools to record the number of incidents of students reasonably suspected, found, or admitting to being under the influence. Because both school officials and police personnel should be aware of the amount of student involvement with drugs and alcohol, it is recommended that all incidents be reported to the police. Names of students could be withheld for incidents which violate the school discipline code but do not necessarily violate the law. Suspected drunkenness or being under the influence of a substance would be an example of a reportable offense where the student's name would be withheld. In these incidents, it is important for school officials to follow-up with the student's parents and to encourage counseling or treatment if appropriate.

Possession of alcohol by a minor or possession of an illicit drug is against the law and therefore should be reported to the police. Any and all contraband found on school property must be turned over to the local law enforcement.

Any person reasonably suspected or determined to be selling or distributing drugs or alcohol on school property, at school functions or within a radius of 1000 feet of school property should be reported to the police.

SCHOOL RESPONSE

Expectations of teachers:

A mechanism needs to be in place so a teacher knows where and how to refer a student who either confides in them about a drug or alcohol related problem or who the teacher reasonably suspects is under the influence of drugs or alcohol. The building principal should designate a person, ideally the school nurse, who would be the resource person for referral of all drug or alcohol related incidents. If a teacher wants to refer a student to a treatment professional, the information must be readily available within the school.

If a student needs immediate help and a teacher reasonably suspects a student is under the influence of a substance, a teacher must be able to refer the student to an administrator or school nurse who has the knowledge and ability to help that student. This process must be in place and understood by all school personnel in advance of an incident.

If a teacher observes students selling or in possession of an illegal substance or has received a report that a student is in possession of an illegal substance, a teacher should escort the student to the designated administration official and present the charge or reasonable information for suspecting a violation of the school drug and alcohol code.

Expectations of school administrators:

Once the building principal or designated person in charge of handling alleged drug and alcohol violations has been notified that a student is reasonably suspected of violating the drug and alcohol policy, that school official should give the student a chance to respond. If the student denies the charge and the administrator has a reasonable suspicion the charge has merit, the administrator may search the student and his or her immediate possessions. The administrator should make every effort to allow the student to explain his or her suspected behavior and only search a student if reasonable grounds exist and all other methods of student cooperation have been exhausted. If drugs or alcohol are not found but the administrator reasonably believes a student is under the influence of a drug or alcohol, the administrator should report the incident to the police but withhold the name of the student. Parents should be notified immediately and the school administrator should follow the procedure designated in the school discipline code on drugs and alcohol.

If reasonable grounds exist which would lead the administrator to believe the student has drugs or alcohol in his or her locker, the individual locker may also be searched. Any and all illegal substances discovered during this process must be turned over to the police by the

designated building official or principal. If the student is found in possession of an illegal substance and the student is referred to the police, the parents should also be notified immediately.

The principal or the designated school official should have knowledge of the laws and experience in handling incidents involving drugs and alcohol. Schools may consult with the Department of Education's legal office, their local district attorney's office or the local police to obtain information concerning the laws on drugs and alcohol and the rights of the teachers and students. Specific teacher training on drug and alcohol abuse prevention is necessary and available through the Division of Drug Rehabilitation and Alcoholism regional prevention centers. By having one person responsible for making decisions on individual cases of possible drug or alcohol involvement by a student, the teachers and other school personnel will feel more comfortable identifying potential problems with students in their classrooms. This reporting mechanism is vital to ensure that students understand the rules and the consequences for violating those rules.

School personnel should respect the confidentiality of students who are currently or have been receiving treatment for substance abuse or who are on probation or participating in a juvenile diversion program.

LAW ENFORCEMENT RESPONSE

Expectations of police:

The local police must also designate a person who would work closely with the schools regarding alleged drug and alcohol violations. If school and police officials are to be comfortable reporting incidents of drug use, they must develop a trust and understanding of the responsibility of each official agency. Ideally a juvenile police officer or officers who are skilled in working with young people and have knowledge of drug and alcohol laws should be the designated school/police liaison. The Chief of Police or Precinct Chief and the School Superintendent should also have regularly scheduled meetings to discuss the general involvement of young people with drugs and alcohol, taking precautions to protect the privacy of students who have not been officially charged with misconduct.

Police officials must agree to act responsibly if incident reports involving suspected drug or alcohol use by students are reported to them by the schools, especially if these reports are not actual violations of the law, i.e. suspected drunkenness or being under the influence of a substance. Some of these reports may be violations of school rules and not violations of the law but are necessary to make determinations on the amount of drug and alcohol use by students.

Police officials have a mechanism for school personnel to turn over to them any illegal substances discovered on school grounds while allowing the school officials to conduct an internal school investigation as to the source of those illegal substances. In some cases, the exact identity of the student in possession of an illegal substance may not be known by the school. The principal may feel that the parents, student and school authorities have already taken appropriate action and police follow-up is not necessary. An example might be a teacher finding a joint of suspected marijuana on the sink in the bathroom where four or five students were present. The joint should be turned over to the police but the school officials themselves may feel compelled to follow-up with the students and their parents without further involvement of the police.

If the police are called by the school because a student has been discovered in possession or selling or distributing drugs or alcohol the police would come to the school and take custody of that student. Parents must be notified of the situation immediately.

Precautions should be taken by both school and police officials to ensure that the educational process is not disrupted.

The Department of Education would like to stress that the Massachusetts Student Record Regulations prohibit the release of any personally identifiable student record information to local law enforcement agencies without a warrant or court order. However, a student 14 years of age or older or a parent may grant permission to release information.

RECOMMENDATIONS FOR
REVIEW AND IMPLEMENTATION
OF SUBSTANCE ABUSE POLICIES AND PROGRAMS
IN MASSACHUSETTS SCHOOLS

November, 1984

Michael S. Dukakis, Governor
Philip W. Johnston, Secretary
Executive Office of Human
Services
Charles V. Barry, Secretary
Executive Office of Public
Safety
John Lawson, Commissioner
Department of Education

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INTRODUCTION

The following recommendations are the result of efforts by a diverse group of educators, public health and human service providers, law enforcement and state officials. These people were brought together at the request of the Governor because of his concern over the apparent widespread abuse of alcohol and drugs by Massachusetts students.

A recent study by the Department of Public Health makes it clear that this is a pervasive problem that cuts across all geographic and economic boundaries.

The recommendations are keyed to the necessity for a community-wide effort to focus on the problems and solutions needed to maintain a healthy learning environment in our schools. The Governor urges communities to take a second look at what is going on in their schools and determine whether or not their current policies and programs are effectively dealing with the issue of substance abuse by students.

The recommendations call for a four-pronged approach: 1) establishment of a school/community advisory council, headed by the superintendent, to review and implement substance abuse policies and disciplinary codes in their schools, 2) identification of treatment resources available to their communities, 3) implementation of effective substance abuse curriculum, education, and prevention programs, and 4) development of a working relationship between the schools and the local law enforcement officials.

At a time when Massachusetts schools are making enormous strides in efforts to provide quality education for our students, it is essential that the learning environment not be undermined by drug and alcohol abuse. We must make it clear that the use, possession, and sale of drugs will not be tolerated in our schools.

The success of this initiative depends on creating the link between the education community, community-based prevention and treatment programs, and local public safety officials. All three must work together to help our young people and to provide a quality education in an environment conducive to learning.

GUIDELINES

RECOMMENDATION # 1:

CITIES AND TOWNS SHOULD ESTABLISH A SCHOOL/COMMUNITY ADVISORY COUNCIL, CONVENED BY THE SUPERINTENDENT UNDER THE AUSPICES OF THE SCHOOL COMMITTEE, TO DEVELOP, IMPLEMENT AND MONITOR THE EFFECTIVENESS OF PREVENTIVE EDUCATION PROGRAMS, SUBSTANCE ABUSE POLICIES AND DISCIPLINE CODES, AND TREATMENT OPTIONS PROVIDED BY THE COMMUNITY.

The first major step must be to heighten the awareness of the problem within the community. Many of the schools which have developed programs and policies recently are finding that raising the issues and involving all the concerned members in the community has had a deterrent effect on the number of drug- and alcohol-related incidents occurring in the school.

The Governor and the Commissioner of Education will write to each Superintendent asking that he or she head such a council and consider including the following people:

Superintendent of schools
Mayor or Selectman
Chief of Police
President of Teachers Association
President of Parent Teacher Association
Community business leader
School Committee member
High School and Junior High School Principal
Council of Churches and synagogue representative
Treatment program representative
Private or parochial school representative
President of Student Council and other students (cross section of student population)
Representative from local district attorneys office
School Psychologist/Social Worker
Representative from local media

The duties of the school/community advisory council would be to develop, or to review, revise, and update a school drug and alcohol policy and disciplinary code involving all aspects of the community including law enforcement. The purpose of this group is to build awareness within the community of the need to address the drug and alcohol abuse problems of students and to share existing resources. The advisory group must make a strong statement that drugs and alcohol will not be tolerated

in the schools, and sustain a commitment to the policy adopted. It is most important for the schools and the local law enforcement agency to develop a good working relationship. A clear process to ensure continued interaction between the schools and law enforcement when a student violates the drug and alcohol policy must be developed. The advisory group should also identify all community treatment and counseling programs available to help students. A final responsibility of the advisory group is to help make available to teachers and police personnel opportunities to receive further education on intervention techniques with students who have drug and alcohol related problems. The advisory group should continue to monitor the effectiveness of the drug and alcohol policy and to advise on and support programs of preventive education, professional training and rehabilitative services.

A drug and alcohol abuse policy should include a clear, well publicized statement that student possession, use, sale, or transfer of drugs or alcohol on school property or at school functions is prohibited at all times. Violation of that policy would result in the immediate notification of the student's parents, automatic reporting to the police of any and all contraband, and appropriate disciplinary action.

RECOMMENDATION # 2:

EVERY SCHOOL IN THE COMMONWEALTH SHOULD DEVELOP A DRUG AND ALCOHOL ABUSE DISCIPLINARY CODE WHICH IS A CLEAR AND DISTINCT SECTION WITHIN THE SCHOOL RULES AND REGULATIONS GOVERNING BEHAVIOR IN SCHOOL. THIS SHOULD BE COMPLETED, IN EFFECT AND ON FILE WITH THE DEPARTMENT OF EDUCATION.

DISCUSSION:

One of the major responsibilities to the children of this Commonwealth is to provide them with a quality education. Simply stated, children who are using drugs and alcohol in school are not only engaging in criminal behavior, they are also not receiving an education. It is necessary to send a strong message to all students that drugs and alcohol use will not be tolerated. When school children use drugs and alcohol it hurts the quality of the educational environment. In order for this message to be heard it is necessary for every school in the Commonwealth to develop a drug and alcohol abuse disciplinary code which is a distinct section within general rules and regulations governing behavior in school. Moreover, consistent and effective law enforcement policies must be developed by police and prosecutors.

1. A chart was developed by the working group to be used as a

guide for responding to different forms of student behavior (see next page).

2. A process for handling each violation of that disciplinary code must be established. A good model would include the following steps:

a) teacher notifies principal
b) principal calls parents
c) school nurse (if available) examines student to determine the physical condition of the student
d) if the student seems physically impaired, i.e. may be drunk or "high" on drugs, the student is sent home under parental supervision
e) if drugs are found they are turned over to the police by the principal
f) a hearing is scheduled as soon as possible to include parents, principal, student, and nurse to determine the nature of the violation. This hearing could also include a designated police officer and/or a representative from a drug or alcohol program within the community, if appropriate.
g) a treatment plan in which the student and parents agree to participate should be discussed as well as the discipline options.

3. While it is recognized that a strong message must be sent to all students that drugs and alcohol will not be tolerated in schools, it is also important for schools to be consistent in their discipline process. Schools should be practical in making sure the punishment fits the offense and does not aggravate an already problematic situation in a student's life. It is equally important for schools to identify treatment programs available to students so that referrals can be made. Effective disciplinary codes have a gradation of punishment establishing a lesser disciplinary action for the first offense versus the second offense. (In the case of Goss v. Lopez, 419 U.S. 565 (1975) dealing with the due process rights of a student, limited hearings are necessary before a student can be suspended for ten days or less.)

4. Schools should establish an appropriate form of discipline for violators of the drug and alcohol policy. Some options would include:

a) MANDATORY AFTER-SCHOOL OR EVENING COUNSELING

Participation in after school programs such as peer group counseling could be mandatory in conjunction with discipline for violation of a school drug and alcohol code. Some resources are already available in many communities to help develop an after school or evening program focused clearly on

RECOMMENDED SCHOOL PROCEDURE AND RESPONSE TO DRUG & ALCOHOL ABUSE BY STUDENTS

(11/16/84)

BEHAVIOR	IN-SCHOOL RESPONSE	INTERACTION WITH POLICE	STUDENT INTERVENTION AND DISCIPLINE
Student voluntarily confides a drug or alcohol problem to teacher	Teacher should refer to designated school personnel. Identify community programs. Encourage student to confide in parents and receive counseling.	None	Counseling. Teacher should advise student that there is no confidentiality protection under the law.
Student suspected of being under the influence of drugs or alcohol. No contraband found.	Ideally, parents notified by principal and medical evaluation if possible. Student sent home under parent supervision. Principal, student, parents & nurse have conference next day to determine facts and develop treatment options if necessary.	(Informal notification process should be established between school and police as part of school drug policy. Police involvement not required under the law.)	Identify programs available to help student and family. School follow-up.
Student found or admitting to being under the influence of drugs or alcohol. No contraband.	Same as above. Discipline consistent with school disciplinary code. CHINS or Care and Protection Order issued if parents and student fail to cooperate.	(Informal notification process should be established between school and police as part of school drug policy. Police involvement not required under the law.)	Same as above. Minimum discipline of removal from classroom & suspension (preferably in-school suspension if feasible).
Student found to be in possession of a drug or alcohol.	Same as above. Include police or youth officer in conference if appropriate.	Police notified by principal. Youth officer participates in discussion of discipline and treatment plan if necessary. Contraband turned over to police.	1st Offense: Discipline same as above. 2nd Offense: Mandatory appearance before the school committee for disciplinary action. (Principal, superintendent, police, parents, referral agency all work together to monitor compliance with a treatment plan.)
Sell or distributing drugs or alcohol	Same as above. Discipline and treatment consistent with school policy.	Police notified by principal. Contraband confiscated. Court response (diversion, probation supervision, etc.) Treatment and counseling.	Minimum discipline, suspension & referral to the school committee.

drugs and alcohol abuse. Newton has developed an effective program linking the Newton Public Schools with the Newton District Court and is providing programs for students with alcohol problems. Some communities have programs developed through the Division of Drug Rehabilitation and the Division of Alcoholism of the Department of Public Health. These programs can be accessed by the schools at little or no additional cost.

b) IN-SCHOOL SUSPENSION

Many schools find that removing students from their normal classrooms and having them placed in separate rooms for a given period of time serves two purposes. One, it is an effective form of punishment and two, it keeps them under supervision and allows them to continue their classwork. This form of punishment takes a commitment from both the school and the community to find creative ways to staff and operate an in-school suspension program. It also gives the school an opportunity to notify outside counseling agencies and encourage the student and parents to seek help while maintaining supervision.

The Concord schools are currently receiving federally funded support for a drug and alcohol program. These programs are administered by the Massachusetts Committee on Criminal Justice (MCCJ). MCCJ also has information on other federally funded programs in the Commonwealth.

c) DIVERSION

If a student has violated the law and been found in possession of an illegal drug or alcohol the police should automatically be notified. Many courts in conjunction with the district attorneys' offices now have active drug and alcohol pre-trial diversion programs which include counseling as part of a probation schedule. The schools should coordinate their disciplinary actions to reinforce the students' obligation to participate in court-ordered programs and become familiar with the programs offered in their jurisdictions.

d) SHORT-TERM SUSPENSION (OUT-OF-SCHOOL)

If suspension from school for a period of time is part of the school disciplinary code, it should be a short suspension for a first offense. It is legally mandated that the student should have adequate opportunities to explain his or her behavior. Drinking or taking drugs on school grounds may be a basis for suspending students but care must be given to suspending a student who is drug or alcohol dependent. There is a danger of penalizing a student who is suffering from a "disease or status" without taking reasonable steps to ensure his/her

rights to care and protection. Many schools such as Sharon, Wilmington and Brockton have recently developed codes of discipline with short-term suspension for violation of the drug and alcohol policy. These and many other recently developed discipline codes are on file with the Department of Education.

e) LONG-TERM SUSPENSION (OUT-OF-SCHOOL)

Long-term suspension can have a devastating impact on a student's life and should be used only when all else fails. Once the school officials and the school committee have given a student every opportunity to explain his or her behavior, there may be serious grounds for suspending that student on a long-term basis. Some schools are finding success with suspension tied to a work and study program for school credit. Brookline has instituted a work program whereby a student is suspended for a duration of time but allowed to receive credit for an out-of-school study project. Guidance counselors continue to meet with the student on a regular basis and monitor their participation in counseling and treatment programs as well as their outside credit school work. If the student is suspended for the remainder of a year, they have incentive to return.

f) SECURITY ON CAMPUS

Some schools have security personnel who monitor the grounds of the schools thus lessening any opportunity for students to use alcohol or drugs while in school. Both Brockton and New Bedford have found this an effective deterent.

g) CHINS (CHILD IN NEED OF SERVICES) and CARE AND PROTECTION ORDERS

Schools have the option of reporting students to the Department of Social Services or of having the courts issue a CHINS or Care and Protection Order. This would seem most appropriate when the school feels that the parents of a child are not helping him or her to cope with a drug or alcohol related problem. Since the objective of any drug or alcohol policy is to prevent students from using drugs it is important that they also make every attempt to help those students who are unable to help themselves get treatment.

h. EXPULSION: (MULTIPLE OFFENDERS)

Some schools develop the option for expulsion for multiple offenders of the drug and alcohol policy. A full hearing before the School Committee safeguarding the rights is recommended before expulsion is enforced. Again, it is legally mandated that each student must have an opportunity to explain his or her behavior.

RECOMMENDATION # 3:

LAW ENFORCEMENT PERSONNEL AND SCHOOL OFFICIALS SHOULD DEVELOP POLICIES AND PROGRAMS TO BE USED WHEN DRUGS OR ALCOHOL ARE DISCOVERED IN THE SCHOOLS.

DISCUSSION:

Law enforcement personnel must work closely with school officials in developing an understanding of the process to be used when drugs or alcohol are discovered in the schools. There may need to be behavior modification on both sides in order to best serve the students. Some discretion exists within the schools on methods of dealing with students who violate school rules but police need not be viewed as a threat to that discretion. Often the police officer can provide valuable resource information on detection methods, community resources available, knowledge of the laws, and search and seizure authority.

1. Development of alternative police responses to drug and alcohol violations by students in school is important. The Criminal Justice Training Council (CJTC) should provide training and education courses for community-based prevention techniques that can be developed by individual police officers within their cities and towns.

2. Police officers should help develop a code of practice for teachers who discover a student who is drunk, high, possessing or distributing drugs or alcohol. Teachers should understand clearly that a student's statement to them is not protected under the confidentiality laws when a student is confiding of drug or alcohol use. This simply means, in an extreme case where a teacher would be called to testify in a court of law, whatever a student had confided to them would not be held confidential under the law.

3. Police should designate youth or juvenile police officers or the crime prevention officer as a direct liaison with the schools. There should be an agreement that school principals will turn over all contraband to the police. Ideally, every incident of confirmed drug possession, distribution, or use should be reported to the police. Law enforcement personnel should ask for quick analysis from the state chemical laboratory in school drug cases.

4. Police officers could lead discussions with parents, teachers and students on the laws governing drug and alcohol

use, statistics on substance abuse, education on the effects of drugs and alcohol on behavior, and other law-related information.

5. Search and seizure issues have been researched by Jeff Abramson, an Assistant District Attorney in Middlesex County, and are on file with the Department of Education and the Governor's Legal Counsel's Office. According to a report written by the Department of Education, courts have been more lenient with school officials than with police in deciding what constitutes a reasonable search and seizure. The U.S. Supreme Court is expected to rule on the issue of search and seizure in school sometime during the fall of 1984.

RECOMMENDATION # 4:

EVERY SCHOOL SHOULD DEVELOP A SUBSTANCE ABUSE PREVENTION EDUCATION CURRICULUM AS PART OF ITS HEALTH PROGRAM.

DISCUSSION:

For a comprehensive listing of curriculum materials, resources, organizations, and consultants for training in substance abuse prevention education, there is a resource information and referral bank which has been developed over the past year through the Massachusetts Department of Education. The Bank is available at each of the Department's six regional education centers located across the state.

It may not be possible to find one curriculum that meets all of the schools' needs. There are several models to choose from, and therefore a combination of various curricula may be a solution.

The following are a list of characteristics of a sound substance abuse prevention education curriculum. These characteristics also apply to good comprehensive health education curriculum. The curriculum should:

1. Be designed sequentially for grades K - 12.

2. Fit the makeup of the school/community population (address concerns of special populations).

3. Require teachers who have been specially trained or provide for such training.

4. Use a variety of teaching methods.

5. Contain information on: human behavior; developmental interests and concerns of the student; scientific facts and current research on substances; laws pertaining to substances; responsible decision-making; peer influences; consequences of substance use and abuse to self, family and community; and alternatives to substance use.

6. Involve the parents and community through educational activities and sponsored events.

The Concord Public Schools have a good model curriculum resource directory. They applied for and received funding to develop their drug and alcohol program through the Massachusetts Committee on Criminal Justice. MCCJ is located at 2100 Saltonstall Building, 100 Cambridge Street, Boston, MA, and has a number of federally funded programs which could be used as models for schools in Massachusetts.

RECOMMENDATION # 5:

EACH SCHOOL SHOULD HAVE A RESOURCE OF AVAILABLE TREATMENT PROGRAMS WITHIN ITS COMMUNITY AND IT SHOULD ESTABLISH A WORKING RELATIONSHIP WITH THE DIRECTORS OF THOSE PROGRAMS. THE STATE DIVISION OF DRUG REHABILITATION AND THE STATE DIVISION OF ALCOHOLISM WILL HELP IDENTIFY PROGRAMS AND EDUCATION OPTIONS FOR STUDENTS, PARENTS, AND TEACHERS. A RESOURCE DIRECTORY WILL BE AVAILABLE.

DISCUSSION:

The Department of Education, the Division of Drug Rehabilitation, the Division of Alcoholism and the Governor's Executive Office will develop a resource directory for use by the schools. The directory will include treatment programs available to students who are drug or alcohol dependent.

1. It is important that outreach efforts be developed both within the schools and between community based programs and the police. Personnel from treatment programs could spend some regularly scheduled hours in the schools counseling, helping teachers identify drug and alcohol related problems etc. The Newton School system is a good model of a community approach to using the schools to develop an alcohol treatment program linked with the District Court.

2. Other options to consider would include peer counseling programs, drug awareness groups, outpatient drug free

counseling, and residential drug free treatment programs. Many of these programs already exist and are accessible by the schools.

RECOMMENDATION # 6:

THE STATE WILL MAKE EVERY EFFORT TO PROVIDE THE RESOURCES AND TECHNICAL ASSISTANCE NECESSARY FOR IN-SERVICE TRAINING AND EDUCATION ON DRUG AND ALCOHOL INTERVENTION AND PREVENTION. A COMMITMENT MUST ALSO BE MADE BY EACH COMMUNITY TO MAKE TEACHERS AND POLICE AVAILABLE FOR IN-SERVICE TRAINING AND EDUCATION.

DISCUSSION:

1. The Department of Education will be announcing, in December of 1984, small start-up grants to schools who wish to begin developing substance abuse programs. They are also providing funding for community in-service training specifically for substance abuse. The Department is attempting to expand both programs next year.

2. The Department of Education and the Governor's Anti-Crime Council will jointly sponsor a statewide conference for law enforcement personnel and school personnel dealing with the issues of drugs and alcohol in the schools.

3. The state will make every attempt to re-establish adequate funding to provide technical assistance to public schools in the form of competent lectures and teacher awareness training.

4. The Secretary of Public Safety has agreed to make every attempt to establish adequate funding for a higher level of drug enforcement and prevention training for law enforcement personnel through the Criminal Justice Training Council (CJTC).

MAL/slp
1631Z

August 14, 1985

SCHOOL SYSTEMS INVOLVED IN GOVERNOR'S ALLIANCE AGAINST DRUGS

Abington Public Schools	Mr. Chester J. Millett, Jr., Supt. Ralph Hamlin Lane Abington, MA 02351
Acton-Boxborough Public Schools	Dr. Robert Kessler, Supt. 16 Charter Road Acton, MA 01720
Adams-Cheshire Reg. School District	Mr. William J. McLaren, Supt. Memorial School Adams, MA 01220
Amesbury Public Schools	Mr. Terence M. Crowley, Supt. Town Hall Annex, School Street Amesbury, MA 01913
Andover Public Schools	Dr. Kenneth Siefert, Supt. 36 Bartlett Avenue Andover, MA 01810
Arlington Public Schools	Mr. Walter A. Devine, Supt. Box 167 Arlington, MA 02174
Ashland Public Schools	Mr. Barry Ruthfield, Supt. 90 Concord Road Ashland, MA 01721
Attleboro Public Schools	Dr. Bart O'Connor, Supt. Rathbun Willard Drive Attleboro, MA 02703
Avon Public Schools	Mr. Charles R. Loverin, Supt. Buckley Center Avon, MA 02322
Ayer Public Schools	Mr. Neville Markham, Supt. Page School Washington Street Ayer, MA 01432
Barnstable Public Schools	Mr. Edward J. Tynan, Supt. P.O. Box 955 Hyannis, MA 02601
Bellingham Public Schools	Mr. Peter Vangel, Supt. 11 South Main Street Bellingham, MA 02019

Belmont Public Schools	Dr. William J. Casey, Supt. 644 Pleasant Street Belmont, MA 02178
Beverly Public Schools	Mr. Armand L. Fortunato, Supt. 4 Colon Street Beverly, MA 01915
Blackstone Millville Regional School	Mr. Thomas J. Cullen, Supt. Lincoln Street Blackstone, MA 01504
Blackstone Valley Voc. Tech. Reg. School (Bellingham, Blackstone, Douglas, Grafton, Hopedale, Mendon, Milford, Millbury, Millville, Northbridge, Sutton, Upton, Uxbridge).	Mr. Eugene D. Picard, Supt. Pleasant Street Upton, MA 01568
Boston Archdiocese	Rev. Eugene P. Sullivan Department of Education 468 Beacon Street Boston, MA 02115
Boston Public Schools	Dr. Laval S. Wilson, Supt. 26 Court Street Boston, MA 02108
Boxboro Public Schools	Mr. Norman Bossio, Supt. Blanchard Memorial School 493 Massachusetts Avenue Boxboro, MA 01719
Braintree Public Schools	Dr. John F. Monbouquette, Supt. 482 Washington Street Braintree, MA 02184
Brockton Public Schools	Mr. Manthala George, Jr., Supt. 43 Crescent Street Brockton, MA 02401
Brookline Public Schools	Dr. Charles L. Slater, Supt. 333 Washington Street Brookline, MA 02146
Burlington Public Schools	Mr. Thomas Michael, Supt. Center Street Burlington, MA 01803
Cambridge Public Schools	Dr. Robert S. Peterkin, Supt. 159 Thorndike Street Cambridge, MA 02138
Canton Public Schools	Dr. Peter S. Capernaros, Supt. 960 Washington Street Canton, MA 02021

Central Berkshire Reg. School District (Becket, Washington, Dalton, Windsor, Hinsdale, Peru, Cummington).	Mr. John L. Jangro, Supt. Union Block Dalton, MA 01226
Chatham Public Schools	Mr. Leonard L. Fougere, Supt. 127 Old Harbor Road Chatham, MA 02633
Chelsea Public Schools	Mr. J. Frank Herlihy, Supt. City Hall, Room 206 500 Broadway Chelsea, MA 02150
Chicopee Public Schools	Mr. William Coscore, Supt. 180 Broadway Chicopee, MA 01020
Cohasset Public Schools	Mr. Eugene C. Krowell, Supt. 143 Pond Street Cohasset, MA 02025
Concord Public Schools	Dr. Irwin Blumer, Supt. 120 Meriam Road Concord, MA 01742
Danvers Public Schools	Mr. Calvin L. Cleveland, Supt. 76 Pickering Street Danvers, MA 01923
Dartmouth Public Schools	Dr. John MacDonald, Supt. 8 Bush Street Dartmouth, MA 02784
Dedham Public Schools	Dr. Bruce Pulsifer, Supt. 30 Whiting Avenue Dedham, MA 02026
Dennis-Yarmouth Reg. School District	Mr. Michael McCaffrey, Supt. 296 Station Avenue S. Yarmouth, MA 02664
Dighton/Rehoboth Reg. School District	Joseph C. Harrington, Ed.D., Supt. Horton Street N. Dighton, MA 02764
Douglas Public Schools	Dr. Robin R. Leveille, Supt. Depot Street Douglas, MA 01516
Dracut Public Schools	Dr. Christos Daoulas, Supt. 2063 Lakeview Avenue Dracut, MA 01826
Duxbury Public Schools	Dr. Donald G. Kennedy, Supt. 130 St. George Street Duxbury, MA 02332

East Hampton Public Schools	Mr. Neil Peppin, Supt. School Administration Building 130 Main Street East Hampton, MA 01027
Easton Public Schools	Dr. George P. Lane, Supt. 591 Washington Street S. Easton, MA 02375
Everett Public Schools	Mrs. Kathleen F. Donovan, Supt. 121 Vine Street Everett, MA 02149
Fall River Diocese	Sister Mary Laurita Department of Education 423 Highland Avenue Fall River, MA 02720
Fall River Public Schools	Mr. John R. Correiro, Supt. 417 Rock Street Fall River, MA 02720
Falmouth Public Schools	Mr. Robert V. Antonucci, Supt. 340 Teaticket Highway East Falmouth, MA 02536
Framingham Public Schools	Mr. Rigas Rigopoulos, Supt. 454 Water Street Framingham, MA 01701
Franklin Public Schools	Dr. John Doherty, Supt. Oak Street Franklin, MA 02038
Gardner Public Schools	Mr. David M. Russell, Supt. 95 Pleasant Street Gardner, MA 01440
Gill-Montague Reg. School District (Gill, Montague, Turners Falls, Millers Falls).	Mr. Daniel R. Morrison, Supt. Crocker Avenue Turners Falls, MA 01376
Gloucester Public Schools	Mr. Herbert J. Wostrel, Supt. Blackburn Circle Gloucester, MA 01930
Grafton Public Schools	Dr. Kenneth J. Grew, Supt. 3 Central Square Grafton, MA 01519
Greater Lawrence Reg. Voc. Tech. School (Andover, North Andover, Lawrence, Methuen).	Mr. Louis Gleason, Supt. 57 River Road Andover, MA 01810

Groton-Dunstable School District	Dr. John B. Barranco, Supt. Prescott School Building Main Street Groton, MA 01450
Hamilton-Wenham Reg. School District	Miss Patricia Alger, Supt. 775 Bay Road Hamilton, MA 01982
Hampshire Regional School District (Goshen, Chesterfield, Williamsburg, Westhampton, Northampton).	Mr. Richard Dragon, Supt. State Road Westhampton, MA 01027
Hanover Public Schools	Dr. Robert P. Fox, Supt. 848 Main Street Hanover, MA 02339
Harwich Public Schools	Mr. A. Robert Twiss, Supt. Administration Building South Street Harwich, MA 02645
Haverhill Public Schools	Mr. Warren Thuotte, Supt. 4 Summer Street Haverhill, MA 01830
Holbrook Public Schools	Mr. John M. Moran, Supt. 227 Plymouth Street Holbrook, MA 02343
Holliston Public Schools	Dr. Savino Placentino, Supt. Linden Street Holliston, MA 01746
Hopedale Public Schools	Mr. Donald A. Hayes, Supt. 25 Adin Street Hopedale, MA 01747
Hopkinton Public Schools	Dr. William B. Hosmer, Supt. Hayden Rowe Street Hopkinton, MA 01748
Hull Public Schools	Mr. Richard P. Charlton, Supt. 81 Central Avenue Hull, MA 02045
King Philip Regional School (Norfolk, Plainville, Wrentham)	Mr. William J. Costa, Supt. 201 Franklin Street Box 49 Wrentham, MA 02093
Lawrence Public Schools	Dr. Eugene F. Thayer, Supt. 58 Lawrence Street Lawrence, MA 01841
Lee Public Schools	Mr. Vahan Khachadoorian, Supt. 45 Railroad Street Lee, MA 01238

Lenox Public Schools	Mr. Roland M. Miller, Supt. Town Hall Lenox, MA 01240
Leominster Public Schools	Mr. Louis R. Amadio, Supt. 261 West Street Leominster, MA 01453
Littleton Public Schools	Mr. Vincent J. Franco, Supt. Shattuck Street Littleton, MA 01460
Longmeadow Public Schools	Dr. Robert A. McKanna, Supt. 811 Longmeadow Street Longmeadow, MA 01106
Lowell Public Schools	Mr. Henry Mroz, Supt. 89 Appleton Street Lowell, MA 01852
Lunenburg Public Schools	Dr. William C. Allard, Supt. 1033 Massachusetts Avenue Lunenburg, MA 01462
Lynn Public Schools	Dr. George Laubner, Supt. 42 Franklin Street Lynn, MA 01902
Lynnfield Public Schools	Dr. Sally Dias, Supt. 505 Main Street Lynnfield, MA 01940
Malden Public Schools	Dr. George Holland, Supt. 77 Salem Street Malden, MA 02148
Marblehead Public Schools	Dr. James Kent, Supt. 2 Humphrey Street Marblehead, MA 01945
Marshfield Public Schools	Dr. Daniel J. Bresnahan, Supt. 76 South River Street Marshfield, MA 02050
Medfield Public Schools	Mr. Thomas M. Reis, Supt. 7 Dale Street Medfield, MA 02052
Medford Public Schools	Mr. Raymond S. Murano, Supt. 489 Winthrop Street Medford, MA 02155
Melrose Public Schools	Dr. David Driscoll, Supt. 235 West Foster Street Melrose, MA 02176

Mendon-Upton Regional School	Dr. David Crisafulli, Supt. Box 176 Upton, MA 01568
Methuen Public Schools	Mr. Paul J. Zdanowicz, Supt. 41 Pleasant Street Methuen, MA 01844
Milford Public Schools	Dr. Thomas M. Cimino, Supt. 31 West Fountain Street Milford, MA 01757
Millbury Public Schools	Dr. Alfred J. Sylvia, Supt. 12 Martin Street Millbury, MA 01527
Milton Public Schools	Mr. Frank Guiliano, Supt. 44 Edgehill Road Milton, MA 02187
Monson Public Schools	Mr. V. Vincent Carbone, Supt. State Street Monson, MA 01057
Nantucket Public Schools	Dr. John J. O'Neill, Supt. Atlantic Avenue Nantucket, MA 02554
Natick Public Schools	Mr. Joseph Keefe, Supt. 13 East Central Street Natick, MA 01760
Needham Public Schools	Dr. Alan E. Schaefer, Supt. 1330 Highland Avenue Needham, MA 02192
Newton Public Schools	Dr. John M. Strand, Supt. 100 Walnut Street Newton, MA 02158
Norfolk Public Schools	Dr. Thomas M. Delmonaco, Supt. 70 Boardman Street Norfolk, MA 02056
North Attleboro Public Schools	Mr. William L. Kelly, Supt. 45 South Washington Street North Attleboro, MA 02760
North Andover Public Schools	Dr. Leslie Bernal, Supt. 111 Phillips Brooks Road North Andover, MA 01845
Northborough Public Schools	Mr. Dennis M. DiSalvo, Supt. Bartlett Street Northborough, MA 01532

Northbridge Public Schools	Mr. Harry Simonian, Supt. 87 Linwood Avenue Whitinsville, MA 01588
North Brookfield Public Schools	Mr. William F. Leach, Supt. New School Drive North Brookfield, MA 01535
North Middlesex Reg. School District (Pepperell, Townsend, Ashby).	Dr. Edmond P. Donlan, Supt. Box 482, Main Street Townsend, MA 01469
North Reading Public Schools	Dr. Francis X. O'Donoghue, Supt. Sherman Road North Reading, MA 01864
Norwood Public Schools	Mr. James R. Savage, Supt. 100 Westover Parkway Norwood, MA 02062
Oxford Public Schools	Dr. Francis G. Driscoll, Supt. 5 Sigourney Street Oxford, MA 01540
Pentucket Regional School District (Groveland, Merrimac, West Newbury).	Dr. Joan D. Stipetic, Supt. 694 Main Street West Newbury, MA 01985
Pittsfield Public Schools	Mr. John C. Davis, Supt. 269 First Street Pittsfield, MA 01201
Provincetown Public Schools	Dr. Frederick Bardsley, Supt. Winslow Street Provincetown, MA 02657
Quincy Public Schools	Mr. John A. Osterman, Supt. 70 Coddington Street Quincy, MA 02169
Randolph Public Schools	Dr. John Zoino, Supt. 40 Highland Avenue Randolph, MA 02368
Sandwich Public Schools	Dr. Joseph F. Nicholson, Supt. Beale Avenue Sandwich, MA 02563
Scituate Public Schools	Dr. John Kulevich, Supt. Administration Building 606 Chief Justice Cushing Highway Scituate, MA 02066
Seekonk Public Schools	Mr. Francis W. Gallishaw, Supt. School Street Seekonk, MA 02771

Sharon Public Schools	Dr. John F. Maloney, Supt. 1 School Street Sharon, MA 02067
Shrewsbury Public Schools	Dr. John P. Collins, Supt. 100 Maple Avenue Shrewsbury, MA 01545
Somerville Public Schools	Mr. Robert A. Watson, Supt. 81 Highland Avenue Somerville, MA 02143
Springfield Diocese	Sister Betty Gould Department of Education 625 Carew Street Springfield, MA 01104
Springfield Public Schools	Mr. Tom Donahue, Supt. 195 State Street Springfield, MA 01103
Stoughton Public Schools	Dr. John G. Murray, Supt. 232 Pearl Street Stoughton, MA 02072
Sudbury Public Schools	Mr. Joseph D. Lopresti, Supt. 472 Concord Road Sudbury, MA 01776
Sutton Public Schools	Mr. Gordon J. Spence, Supt. Boston Road Sutton, MA 01527
Swampscott Public Schools	Dr. Chris G. Patrinos, Supt. 24 Reddington Street Swampscott, MA 01907
Swansea Public Schools	Mr. John E. McCarthy, Supt. 1 Gardners Neck Road Swansea, MA 02777
Tewksbury Public Schools	Mr. John Wynn, Supt. 1469 Andover Street Tewksbury, MA 01876
Triton Regional School District (Newbury, Rowley, Salisbury).	Dr. Gerald Kohn, Supt. P.O. Box 56 Byfield, MA 01922
Uxbridge Public Schools	Mr. Michael B. Ronan, Supt. Capron Street Uxbridge, MA 01569
Wakefield Public Schools	Dr. Stephen F. Maio, Supt. 525 Main Street Wakefield, MA 01880

Waltham Public Schools	Mr. John J. Daddona, Supt. 488 Main Street Waltham, MA 02254
Ware Public Schools	Dr. Augustus J. Pesce, Supt. Off Gould Road Ware, MA 01082
Watertown Public Schools	Dr. Daniel G. O'Connor, Supt. 30 Common Street Watertown, MA 02172
Wayland Public Schools	Dr. William G. Zimmermann, Jr., Supt. Wayland Town Building 41 Cochituate Road Wayland, MA 01778
Wellesley Public Schools	Mr. Paul D. Jennings, Supt. 40 Kingsbury Street Wellesley Hills, MA 02181
Westborough Public Schools	Dr. Edward E. Kelleher, Supt. Phillips Street Westborough, MA 01581
Westport Public Schools	Mr. Patrick Soccorso, Supt. 856 Main Street Westport, MA 02790
Westwood Public Schools	Mr. C. Louis Cedrone, Supt. 660 High Street Westwood, MA 02090
Whitman-Hanson Regional School	Dr. Louis P. Perullo, Supt. Franklin Street Whitman, MA 02382
Wilbraham Public Schools	Mr. J. Brian Halloran, Supt. 621 Main Street Wilbraham, MA 01095
Wilmington Public Schools	Mr. Robert Horan, Supt. 159 Church Street Wilmington, MA 01887
Winchester Public Schools	Mr. Charles L. Mitsahos, Supt. 154 Horn Pond Brook Road Winchester, MA 01890
Woburn Public Schools	Mr. Paul Andrews, Supt. Joyce Jr. High School Locust Street Woburn, MA 01801

Worcester Diocese	Father James Aquino Department of Education 49 Elm Street Worcester, MA 01609
Worcester Public Schools	Mr. John E. Durkin, Supt. 20 Irving Street Worcester, MA 01601

PREVENTION AND TREATMENT PROGRAMS

The following forms should be used to keep a record of the prevention and treatment programs that serve your community. Directories from the Department of Public Health, the Divisions of Drug Rehabilitation and Alcoholism were sent to your school superintendent at an earlier date and provide information on prevention and treatment programs funded by these Divisions. The Divisions jointly fund eight regional prevention centers and a listing of these programs is attached. Additionally, the Division of Drug Rehabilitation funds 49 prevention programs. Also attached is a listing of the Department of Education regional centers and the prevention programs funded by the Committee on Criminal Justice. Please consult the directories and the attached lists for information on programs that are located in your area and fill out the forms with the appropriate information.

PREVENTION SERVICES

Regional Prevention Center:

Agency_____
Address_____

Telephone_____
Contact Person_____
Comments_____

Community Prevention Services:

Agency_____
Address_____

Telephone_____
Program Type_____
Contact Person_____
Comments_____

Agency_____
Address_____

Telephone_____
Program Type_____
Contact Person_____
Comments_____

Agency_____
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TREATMENT SERVICES

Agency_____
Address_____

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Program Type_____
Contact Person_____
Comments_____

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Program Type_____
Contact Person_____
Comments_____

Agency_____
Address_____

Telephone_____
Program Type_____
Contact Person_____
Comments_____

MASSACHUSETTS SUBSTANCE ABUSE PREVENTION CENTERS

(by HSA region)

HSA I Western MA

Western Mass. Primary Prevention Center
76 Pleasant Street
Northampton, MA 01060

(413) 586-8550

Karen Jacobus, Director

HSA II Central MA

Tri-Prevention First
North Central Alcoholism Commission
71 Pleasant Street
Leominster, MA 01453

537-8278

Elizabeth Coughlan, Acting Director

HSA III Merrimac Valley

The Prevention Network
Greater Lawrence Psychological Center
488 Essex Street
Lawrence, MA 01841

685-1337

Rufus Chaffee, Director

HSA IV-A Greater Boston (So. Middlesex)

The Mount Auburn Hospital
Prevention & Training Center
24 Crescent Street, Room 301
Waltham, MA 02154

893-0111

Jan Hoyt, Director

HSA IV-B Greater Boston (Suffolk)

The Prevention Center
The Medical Foundation, Inc.
29 Commonwealth Avenue
Boston, MA 02116

267-8553

Cheryl Jarvi, Director

HSA IV-C Greater Boston (Norfolk)

Prevention Resources
South Shore Council on Alcoholism
474 Centre Street
Newton, MA 02158

964-8380

Gregory Garvan, Director

HSA V Southeastern MA

Pathways to Health
P.O. Box 1288
49 N. Main Street
Middleboro, MA 02346

947-9478

Barbara Ganzer, Director

HSA VI North Shore

The Prevention Center
North Shore Council on Alcoholism
183 Newbury Street
Danvers, MA 01923

777-2664; 595-0404

Carol Rosenfield, Director

MASSACHUSETTS DEPARTMENT OF EDUCATION
REGIONAL CENTERS

Central Office
1385 Hancock Street
Quincy, MA 02169
(617) 770-7569
Director: Patricia P. Brown

Northwest
Mark Hopkins Hall
Church Street
North Adams, MA 02147
(413) 664-4511, x. 391/392
Coordinator: Winifred Green

Greater Springfield
88 Massasoit Avenue
West Springfield, MA 01089
(413) 739-7271
Coordinator: Patricia Cote

Central Massachusetts
Beaman Street-Route 140
West Boylston, MA 01583
(617) 835-6266
Coordinator: Timothy Wilson

Northeast
219 North Street
North Reading, MA 01846
(617) 664-5723
Coordinator: Joan Parker

Greater Boston
27 Cedar Street
Wellesley, MA 02181
(617) 431-7825
Coordinator: Robert Winfield

Southeast
Lakeville State Hospital
P.O. Box 29
Middleboro, MA 02346
(617) 947-1231, x. 464
Coordinator: Paul Francis

The Commonwealth of Massachusetts

COMMITTEE ON CRIMINAL JUSTICE

100 CAMBRIDGE STREET · 21ST FLOOR · BOSTON 02202

(617) 727-_____

MICHAEL S. DUKAKIS
GOVERNOR

FRANCIS X. BELLOTTI
ATTORNEY GENERAL
CHAIRMAN

1985 DRUG AND ALCOHOL EDUCATION AND ABUSE PREVENTION PROGRAMS

The following programs receive federal funding through the Massachusetts Committee on Criminal Justice to provide regional drug and alcohol prevention services. For further information call the director of the program as listed below.

The Worcester Project
Sybil Goldberg, Director
Chandler Street Center
162 Chandler Street
Worcester, MA 01609
Telephone: (617) 799-2753

Drug and Alcohol Prevention
Susan Eshbach, Director
127 North Beacon Street
Watertown, MA 02172
Telephone: (617) 926-3600

Alcohol and Drug Awareness
Walter Donahue, Jr., Director
Hudson Police Department
62 Packard Street
Hudson, MA 01749
Telephone: (617) 562-7122

Pride in Prevention
Cheryl Jarvi, Director
29 Commonwealth Avenue
Boston, MA 02111
Telephone: (617) 267-8553

Youth Drug and Alcohol and Prevention Project
Jonathan Robinson, Director
55 Dimock Street
Roxbury, MA 02118
Telephone: (617) 442-2121

Drug and Alcohol Prevention
David Hayes, Director
360 Washington Street
Dedham, MA 02026
Telephone: (617) 329-5440

Project Concern
F. Speicher, Director
214 Francis Avenue
P.O. Box 1261
Pittsfield, MA 01201
Telephone: (413) 499-1000

School Community Substance Abuse Education
Ken Zeno, Director
120 Meriam Road
Concord, MA 01742
Telephone: (617) 369-9500

Project Respond
Suzanne Piscitello, Director
Box 1498
Lawrence, MA 01842
Telephone: (617) 683-2785